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ABSTRACT

The revision of this annotated bibliography was undertaken to provide a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education. Initially prepared in conjunction with a pilot project on the cooperative and project methods, the bibliography includes journal articles, books, theses, and dissertations. The first two sections cover the years 1896 to 1967 and incorporate a subject index, author index, suggested readings, code categories, and 403 annotations. A third section has 92 annotations and was added to up-date the bibliography by indexing articles for the years 1968-1971. Most of the entries in the bibliography are journal articles. The earlier edition of this bibliography is available as ED 028 250 and the pilot project report is available as ED 016 846. (JS)



RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

**A SELECTED AND ANNOTATED BIBLIOGRAPHY RELATED TO
COOPERATIVE AND PROJECT METHODS IN
DISTRIBUTIVE EDUCATION**

**(Original Edition, 4/67
Revised, 3/72)**

VT016493

**Department of Secondary Education and Curriculum
Michigan State University
East Lansing, Michigan**

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INTRODUCTION

The major portion of materials included in this selected and annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations are also reviewed.

Chronologically, the scope of the bibliography ranges from 1896 to 1967.

This selected annotated bibliography has two limitations which confine the material to:

- (1) selected articles
- (2) articles relating to the secondary school level only, except during the early years of development

(Not all relevant articles in existence are included, since the bibliography is limited to the extent that a vast majority of the articles reviewed came from only two libraries: the Michigan State University Library and the State of Michigan Library. An attempt was made to include articles representative of the time period in which they were written.)

The titles of specific articles reviewed were obtained from several sources:

- (1) Education Index,
- (2) Reader's Guide to Periodic Literature,
- (3) Business Education Index,
- (4) An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961,*
- (5) Other miscellaneous sources.

The bibliography is presented in two sections, the first on the cooperative method and the second on the project method. In both sections, the selected annotations are presented in chronological order to illustrate the historical development of these two methods. Index 1 and 2, which list the number of articles included by year, also indicate historical development, for the cooperative and project methods respectively.

*Arnold, Richard A.; Poland, Robert P.; Meyer, Warren G.; and Haines, Peter G.; An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961, Office of Research and Publication, College of Education, Michigan State University, 1962.

Included also in both sections is a Subject Index, keyed to the number of the article, and Authors Index, to help in locating particular items and to indicate the great number of contributors that have been reviewed.

For those seeking a quick overview, suggested reading lists have been prepared. Since a "jury panel" could not be assembled to review the articles and weigh them for relative merit, several articles that seem to be particularly comprehensive and influential have been noted.

Preceding each section is a description and definition of the categories by which the articles are coded. Noted on the left side of each annotation is a list of categories to facilitate selection of articles for further and more intensive study. This code will enable the reader to determine the broad intent of each article by simply referring to its various subject headings.

Also included with each article are the Michigan State University call numbers, which follow the Library of Congress system.

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SECTION ONE

COOPERATIVE METHOD

Number of Articles Reviewed by Year

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Suggested Readings:

Comprehensive Articles which provide a good overview of the complete field of cooperative method: 75, 80, 161, 174, 179, 191, 252, 266, 284.

Major Concepts:

1. Cooperative method is more than work experience: 5, 240.
2. Competencies: 90.
3. Laboratory: 65, 101.
4. Clubs: 92.
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6. Expanded Field -- Adult and preparatory classes: 38, 205, 281, 287, 292.
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9. Individualized instruction: 193, 199.
10. Variety of methods: 63, 124, 224.
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 - (a) Business Community: 110, 124, 143.
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2. Student recruitment: 138, 171.
3. Student placement: 146.
4. Training stations: 153, 208.
5. Coordinator's duties: 187, 204, 229, 247, 248.
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7. Follow-up studies: 272.

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1. Early Reviews: 25, 50, 71, 91.
2. Overall history: 184.

Federal Acts:

1. George-Deen: 29.
2. George-Borden: 115.
3. Vocational Education Act 1963: 265, 275.

Description of Code Categories as Found With Each Article:

1. Adm -- Administration: This category is given to the articles that refer to administrative procedures essential to effective cooperative programs. The procedures include the duties of the coordinator, implications of time scheduling, financing, objectives and aims, teacher training, and changes in the program.
2. Ex -- Specific Example: This code is included whenever an article tells of a specific program at a particular school or school district. This code enables one to observe the geographical development of the program throughout the country. The school and the state are named in each case.
3. Ph -- Philosophy: This category is included to provide a rationale on which to build. This area shows justification of the program and deals with many of the "why" questions so often asked. Some of the educational psychology arguments are also included under this heading: for example, the importance of the area of motivation, and learning theories.
4. His -- Historical: Whenever an article gives some historical perspective, either of the whole cooperative movement or just of the local situation, it is classified under a history heading.
5. Val -- Value: This heading is given to promotional articles and those that extol the advantages and benefits of the cooperative program.
6. Gu -- Guidance: This pinpoints the articles which stress the importance of guidance in the cooperative program.

7. Cur -- Curriculum: This category isolates the articles that refer to the development of curriculum. Often these articles describe particular courses and sometimes include a scope and sequence pattern.
8. Spe -- Special Education: This separates the articles that show a cooperative distributive education experience with one of the special education groups, such as mentally retarded or physically handicapped children.
9. Meth -- Methods: This code brings in view suggestions, problems, and experiences with different teaching methods used in the related class.
10. Prep -- Preparatory: This heading is used for articles that refer to the 10th and 11th grade courses of instruction that may be prerequisite, or at least organized in a sequential manner, to the cooperative program.

PLEASE NOTE: Library call numbers are those of the Library of Congress System. Where any other system is used, the local librarian should be consulted.

1. AP Brereton, Cloudesley, "Cooperation Between the School and
4 the Employer", The Contemporary Review, 10:227-235, 1914.
C7
Vol 105 Overall review of cooperative program relating heavily to
1914 British practices. Promotes theory plus practice in
 learning and asks for a better understanding of employer-
Code: employee, student-teacher-parent relationships.
Adm
Ph
Val
2. LB Evans, Owen D., "The Young Worker and the Part-Time School",
1598 Manual Training, 20:275-278, April 1919.
155
Vol 20 Author: Principal, Boston Continuation School, Boston.
Apr 1919
Code: A Comprehensive account of the Boston Continuation School
Adm showing kinds of students, student problems and needs,
Ex curriculum, teacher program, and a comparison to regular
Ph school programs. This account covers many kinds of coopera-
Val tive programs. Curriculum emphasis is one of "why" rather
Cur than "what".
3. LB Leavitt, Frank M., "Launching Part-Time Cooperative Education
1598 on a Large Scale", Manual Training, 20:267-271, April 1919.
155
Vol 20 Author: Associate Superintendent of Schools, Pittsburgh.
Apr 1919
Code: Description of the organization of a cooperative half-time
Adm plan in Pittsburgh, for high school and college students,
Ex with department stores. The advantages listed include job
Val position on graduation, adequate training for work, careful
Gu supervision, receipt of pay while learning, and theory linked
Cur with practice.
4. L Editorial Comment, "The New York City Cooperative High
11 School", School and Society, 12:225, September 1920.
S36
Vol 12 A short report on the experiment at New York City High School
1920 where students are alternating a school week with a work week
 in city department stores. This school was designated as a
Code: cooperative high school and 1000 students were involved.
Adm
Ex
His

5. LB
1598
155
Vol 30
Mar 1929

Code:
Adm
Ph
- Editorial Comment, "Cooperative Part-Time Education",
Industrial Education Magazine, 30:317, March 1929.
- Encourages responsible articulation between industry and school. Discusses relative time on the job as compared to classroom theory. Encourages recognition that coop means more than "working part-time and going to school part-time". The author advocates the need for research in areas which would identify job need and subsequent competencies to be taught in the classroom.
6. LB
1598
155
Vol 30
Mar 1929

Code:
Adm
- Hurley, Morris E., "Essential Steps in a Cooperative Education Program", Industrial Education, 30:329-331, March 1929.
- Author: Principal, Merritt High School, Oakland, California.
- The four fundamental steps in organizing a cooperative training program are: (1) analysis of business as a foundation to curriculum, (2) survey of cooperative businesses to determine training possibilities, (3) school responsibilities toward students, (4) training for citizenship in the community.
7. L
11
N28
Vol 8
Aug 1931

Code:
Adm
Val
- Coleman, P. Evans, "Cooperation: The New Tie Between Education and Industry", Nation's Schools, 8:49-52, August 1931.
- Author: Professor of Marketing, University of Detroit.
- A 5-year follow-up study comparing the work of 85 Junior High graduates (with no coop experience) and 60 Commercial Coop students at the University of Cincinnati. Educational benefits of cooperative training outlined. Progressive job training situation extolled allowing students to find a specialty by working in various departments.
8. LB
1598
155
Vol 32
May 1931

Code:
Adm
Val
Cur
- Weaver, G.G., "Some Problems of Cooperative Education", Industrial Education Magazine, 32:352-255, May 1931.
- Author: State Department of Vocational Education, Albany, New York.
- Description of a program where the classroom was divided into two groups with each group alternating week by week between job and classroom. Obligations of school and industry are discussed. Administration, curriculum, number of students, length of courses, problems encountered, advantages with minimum expense, and motivation are cited.

9. L Editorial Comment, "Part-Time Cooperative Education in New
11 York", School Review, 40:493-494, September 1932.
S551
Vol 40 Experience with cooperative program in New York high schools.
Sept 1932 Students working one week and going to school one week.
Work stations are found in industry, retail stores or offices.
91% of graduates are placed -- usually with the coop firm.
Code: Promotion and higher pay quickly followed in many cases.
Adm Other results reported.
Ex
Val
10. L Jordan, M.L., "Educational Research and Statistics:
11 Cooperative Education", School and Society, 36:60-64, July
S36 1932.
Vol 36
July 1932 Author: Nash Preparatory School, Cleveland, Ohio.
Code: A study comparing a group of coop students with a group of
Val non-coop students with results of tests and achievement
given. Conclusion: coop students seem to be advancing more
rapidly and have more interest.
11. L Kefauver, Grayson N. and others, "The Horizontal Organization
111 of Secondary Education", National Survey of Secondary
A6 Education, Monograph No. 2, U.S. Office of Education,
#17 Bulletin #17, pp 95-107, 1932.
1932
Code: Author: Specialist in School Organization for National
Adm Survey of Secondary Education.
Ph
Val An excellent description showing advantages of the coopera-
Cur tive program, its curriculum, placement of students, and
rates of pay.
12. HF Burmahln, E.F., "Students Manage Department Store", Journal
1101 of Business Education, 9:19-20, April 1934.
J69
Vol 9
Apr 1934 Author: Director of Business Education, Public Schools of
Lynchburg, Vermont.
Code: A report of the Lynchburg High Schools being invited to work
Adm along side employees of the Guggenheimer's Department Store
Ex for a day. More a project method than a coop program.
Val

13. HD Brockman, L.O., "A Work Try-Out-Scheme for High School
8057. Students", Monthly Labor Review, 40:954-955, April 1935.
A69
Vol 40 This author describes a program carried out at Louiston,
Apr 1935 Montana. Work experience part-time but not related class.
Specific student cases are cited and objectives of the coop
specified.
Code:
Adm
Ex
Val

14. L English, Horace B., "Education Through Work in a Time of
11 Social Change", Educational Method, 15:67-71, November
E223 1935.
Vol 15
Nov 1935 Author: Department of Psychology, Ohio State University.
Code:
Ph A Psychological discussssion of work experience. Young people
Val are restless, needing and wanting to work because of their
biological make-up. The difficulties of the depression
bear a deep influence in this article.

15. HF Rowse, Edward J., "Securing the Cooperation of Merchants in
1101 Training Salespeople in Secondary Schools", National
N25 Business Education Quarterly, 4:18-20, 35, December 1935.
Vol 4
Dec 1935 Author: Commercial Coordinator, Boston.
Code:
Adm Mr. Rowse justifies teaching of salesmanship in the high
Ph school by listing 3 arguments. He cautions that practical
Val experience must accompany the theory. He also lists three
possible coop plans: (1) Alternate school/store where stu-
dents are paired, one in school and one working, (2) Daily
short-hour plan where students are released a few hours daily
to work, (3) Occasional practice plan. He stresses agree-
ment throug Merchants' Association rather than through in-
dividual merchants.

16. LB Small, Robert O., "Cooperative Schools and Continuation
1598 Schools", Industrial Education Magazine, 37:194-195, Sept
155 1935.
Vol 37
Sept 1935 Author: State Department of Education, Boston, Massachusetts.
Code:
Adm Describes plan of cooperative education in Massachusetts.
Ex The program is for students 14 years or over who work and can
profit by instruction. School hours and work hours are
specific. There were 44 such programs in the state in 1935.
Students are part of a "cooperative school".

17. HF Walters, R.G., "The Place of Selling Subjects in the Second-
1101 ary Schools", National Business Education Quarterly, 4:21-
N25 25, December 1935.
Vol 4
Dec 1935 Author: Grove City College, Pennsylvania.
- Code: A survey of number of cities throughout the United States
Cur compiling special information of the schools offering retail-
ing and marketing courses.
18. L Marshall, R.C., "Learning on the Job", Nation's Schools,
11 18:12-215, July 1936.
N28
Vol 18 Author: Superintendent of Public Instruction, Duval County,
July 1936 Florida.
- Code: Description of a coop plan at Jacksonville, Florida. How the
Adm plan works, advisory committees, coordinator's job, sequential
Ex courses, administrator's reaction and pupil evaluation are
Val given.
19. L Rosenstengel, W.E. and Fred Dixon, "Apprentices in Stores and
11 Shops", The Clearing House, 11:47-51, September 1936.
C53
Vol 11 Authors: Superintendent of Public Schools, Columbia, Mo.
Sept 1936 Coordinator of Public Schools, Columbia, Mo.
- Code: A description of a cooperative plan being used in Hickman
Adm High School, Columbia, Missouri. It tells why the program
Ex was organized, the problems to be solved by it, and the types
Ph of training. Details of the program are included.
Cur
20. LB Thompson, Carl Francis, "A Part-Time Cooperative Program in
1598 a Small Community", Industrial Education Magazine, 38:174-
155 178, September 1936.
Vol 38
Sept 1936 Author: Coordinator, Senior High School, Springfield, Mo.
- Code: An extensive article describing the cooperative program in
Adm Springfield. Consideration is given to participants, types
Ex of training, coordinators' responsibilities, personnel prob-
Ph lems, dangers, types of employment and assessment of values
Val of the program. Springfield is sold on coop.
21. L Barrett, L.A., "Graduates with Experience", Nation's Schools,
11 20:33-34, October 1937.
N28
Vol 20 Author: High School Principal, Salida, Colorado.
Oct 1937
- Code: Salida's cooperative plan described. Students attend school
Adm mornings and work afternoons with no compensation, in various
Ex trades, industries, or office occupations. A coordinator
Val counsels with each student. General descriptive account.

22. L Editorial News, "Three Diverse Plans for Providing Occupational Experience", School Review, 45:245-247, April 1937.
11
S551
Vol. 45
Apr 1937

Code:
Adm
Ex
Ph
Val
Spc

Three reports: (1) A brief report on the secretarial training coop program at Kingman High School in Peoria, Illinois. (2) A report on the Junior High School in Nutty, New Jersey working with "poorly adjusted academic students" on a coop basis with local trade and businesses, (3) Report on the coop program at Aberdeen, South Dakota which focuses on student placement in trades and industry.
23. LC Keller, F.J., "Earning and Learning in 1937", Journal of Adult Education, 9:141-145, April 1937.
5201
A61
Vol 9
Apr 1937

Code:
Adm
Ph
His
Val

Author: Principal, Metropolitan High School, New York City.

Mr. Keller emphasizes work experience as a help to methodology and motivation. He shows different types of arrangements from the administrative and historical perspectives. He reviews possible areas for part-time instruction for both boys and girls.
24. HF Mertz, Paul A., "Coordination of Store and School for Retail Training", National Business Education Quarterly, 6:29-31, October 1937.
1101
N25
Vol 6
Oct 1937

Code:
Adm
Ph
Cur

Author: Director of Company Training, Sears, Roebuck and Company.

Mr. Mertz advocates close liaison between school and business. He suggests advisory committees, coop work and active interest by business people in developing school curricula.
25. HF Nichols, Frederick G., "Vocational Training for the Distributive Occupations Under the George-Deen Act", Journal of Business Education, 13:8-10, 20:8-10.
1101
J69
Vol 13
Oct 1937
Nov 1937

Code:
Adm
Ph
His
Cur

Author: Howard University.

Mr. Nichols defines D.E., gives a historical perspective and many constructive suggestions. He advocates a broad view of D.E. occupations. He sets standards for teachers and leaders in terms of business experience and academic course fulfillment. Curriculum offerings are listed. Preparatory and advanced classes advocated.

26. L Novotny, E.L., "Education for Useful Living", The School Executive, 56:190, 197, January 1937.
11
S37
Vol 56 Author: Superintendent, Beatrice, Nebraska.
Jan 1937
Code: A good article promoting the idea of cooperative programs.
Val Coop is found to help students apply knowledge. The need for vocational training is truly great, for this training is no longer given in the home.
27. HF Reynolds, Helen, "The Experience of the Small High School in Training for the Distributive Occupations", Journal of Business Education, 13:10-12, September 1937.
1101
J69
Vol 13
Sept 1937 Author: Ohio University.
Code: The need for D.E. training in high school is generally recognized and students, parents, and employers are favorably inclined to it. Through the cooperative method, small high schools can participate without undue expense. Retailing and merchandising necessary. Other curriculum suggestions are given and the results of a questionnaire are interpreted.
Adm
Val
Cur
28. HF Brown, Quincy and Lillian E. Miles, "Two Tested Work-and-Learn Plans for Business Students", Business Education World, 18:837-840, June 1938.
1101
B87
Vol 18
June 1938 Authors: Senior High School, San Bernardino, California. Secretary to Superintendent of Schools, San Bernardino, California.
Code:
Adm
Val San Bernardino's program described. Lists businessman's criticism of students. In-class talks by businessmen stressed. Advantages given.
29. HF Davis, Benjamine F., "A Diversified Occupational Program, Its Origin, Establishment and Operation", Journal of Business Education, 13:11-12, June 1938.
1101
J69
Vol 13
June 1938 Author: Diversified Occupations Program, Athens, Georgia.
Code: After passage of George-Deen Act the need for more comprehensive vocational training program is discussed. Coordinators' responsibilities in such a program are outlined and steps of student learning are listed.
Adm
Ph
30. HF Editor's Note, "Pittsburgh Office Courses in Distributive Occupations", Business Education World, 19:328, Dec 1938.
1101
B87
Vol 19
Dec 1938 Although classes were only started in September, the demand has been so great that more than fifty classes have been opened in Pittsburgh.
Code:
His

31. HF Kyker, Frank, "Distributive Education", National Business Education Quarterly, 6:33-35, March 1938.
1101
N25
Vol 6 Author: U.S. Office of Education.
Mar 1938
Code: Mr. Kyker promotes distributive education by showing the need
Adm and the Government's concern and interest. He mentions D.E.
His coop only as an incidental aside.
Val
32. LB Metz, J.J., "Cooperative Part-Time Courses", Industrial Arts and Vocational Education, 27:149, April 1938.
1598
15
Vol 27 Author: Editor, Industrial Arts and Vocational Education.
Apr 1938
Code: The advantages of cooperative courses are stressed in this
Adm editorial. Four areas discussed include: giving students
Ph life experience, keeping courses up-to-date, finding employ-
Val ment for students with the hope of it becoming permanent, and
the importance of coordinators.
33. HF Hollis, Preston Guy, "Timely Warning -- Possible Pitfalls
1101 Foreseen in the Distributive Occupations Program",
N25 National Business Education Quarterly, 6:39-41, May 1938.
Vol 6
May 1938 Author: Assistant Professor, University of Kentucky.
Code: Stresses well-trained staff, high professional standards,
Adm and good public liaison. Emphasizes State and Federal re-
sponsibilities.
34. HF Haas, Kenneth B., "Distributive Education Objectives and
1101 Achievements", Business Education World, 19:278-282, Dec
B87 1938.
Vol 19
Dec 1938 Author: U.S. Office of Education.
Code: The following socio-economic objectives of D.E. are the bases
Adm on which the program can be justified: to help distributive
Ph workers to give better service, to be better consumers, and
Cur to promote better management. All of these produce larger
profits for management and more satisfied consumers. Attain-
ment of objectives depends on quality of program. Suggestions
are given for curriculum content.
35. HF Fern, George H., "Vocational Education for the Distributive
1101 Occupations in Michigan", National Business Education
N25 Quarterly, 6:35-38, May 1938.
Vol 6
May 1938 Author: State Director of Vocational Education, Michigan.
Code: Importance of distributive occupational courses stressed.
Adm Types of plans working in Michigan are: (1) part-time coop,
His and (2) adult training. City centers of instruction are
Val listed and commented upon. Types of courses offered are
Cur categorized. Suggested training program requirements are
given.

36. HF Gleuck, Myrtle, "The Cleveland Retail Store Course".
1101 National Business Education Quarterly, 6:20-34, May 1938.
N25
Vol 6 Author: Coordinator, John Hay High School, Cleveland.
May 1938

Code: Historical development of coop in Cleveland dating from 1920
Adm (est) at the Longwood High School. This school operated a
Ex program of part work, part school for three years. Plan
His failed and was modified to meet with great success using only
Cur girls and a separate coop school. Other programs begun in
1923, 1929 reviewed. Complete description of student accept-
ability, standards, curriculum, details of program, organiza-
tion, methods of grading, advantages to business, advantages
to students, administration, hours and salary, graduate op-
portunity, and failures.
37. L Miles, Lillian E., "No Experience, No Job -- So What?",
11 American School Board Journal, 97:19-21, July 1938.
A8
Vol 97 Author: Office, City Superintendent of Schools, San Ber-
July 1938 nardino, California.

Code: A description of the cooperative plan in San Bernardino.
Adm The author gives problems encountered in initiating program.
Ex Advisory committee, organization, evaluation.
38. L Milligan, Jack, "Developing the Training Program for the
13 Distributive Trades", National Education Association,
N4 76:613-614, 1938.
Vol 76
1938 Author: State Supervisor of D.E., Michigan.

Code: Importance of distributive occupations in schools has de-
Adm veloped because of spectacular growth in ability to manu-
Prep facture and relative inability to move goods. Different
arrangement were specified whereby schools could organize
D.E. programs. The cooperative plan is one, but has limited
emphasis here. Author anticipates preparatory and adult
programs.
39. HF Milligan, Jack, "Distributive Education -- A Challenge to
1101 the Business Educator", Business Education World, 19:89-
B87 92, October 1938.
Vol 19 Author: State Supervisor of D.E., Michigan.
Oct 1938

Code: Describes the place of D.E. as a part of vocational or busi-
Adm ness curricula. The article promotes D.E. by showing the
Cur scope of the field, student-business potential. It gives
types of training programs, suggestions for coop classes, the
place of the U.S. Office of Education and lists State D.E.
personnel in the United States.

40. HF Olenbush, Mercy, "Business and School Get Together", Journal
1101 of Business Education, 13:12-16, April 1938.
J69
Vol 13 Author: High School, Haddon Heights, New Jersey.
Apr 1938

Code: A report of the development and present standing of the
Adm cooperative plan at Haddon Heights, New Jersey. Deals with
Ex department store coop students and outlines the details of
His the plan, giving an assessment of it. Strong emphasis is
Val given to placement. Includes a secretarial coop also.
41. L Clover, Nian, "Part-Time Cooperative Classes, National
13 Education Association, 77:679-680, 1939.
N4
Vol 77 Author: Assistant State Supervisor in charge of D.E. Still-
1939 Water, Oklahoma.

Code: Spells out the advantages of a cooperative plan to employers
Val and students. Employer is benefited because he has extra
help on weekends and busy periods, help of teachers in selec-
ting employees, cost of training new employees is lowered
through benefit of related class instruction. The student
receives the advantage of working under favorable circumstances.
42. L Douglass, Dr. Harl R., "Youth, School, Work, and Community",
11 School and Society, 50:65-71, July 1939.
S36
Vol 50 Author: Chairman of Teacher Education, University of North
July 1939 Carolina.

Code: Dr. Douglass spells out the question and problem of absorbing
Adm youth in the work world. He states the forces that cause
Ph problems to youth and sees the cooperative method as one of
His the possible solutions. He shows that at least 500 schools
Val and colleges have tried it with some success; also stresses
advantages to youth. Only part of article deals with coop
method.
43. L Girault, William S. and Stewart T. Walton, "We Give Them
11 Experience", Educational Method, 18:262-265, March 1939.
E223
Vol 18 Authors: Teachers, West High School, Denver, Colorado.
Mar 1939

Code: Report of cooperative program in Denver. Students first
Adm studied occupations through individual research, then reviewed
Val job application procedures and personal qualities for getting
Cur and holding a job. Students were then released each afternocrn
Meth to work on a nonpay basis in various establishments.

44. L Reeves, Floyd W., "Youth in a Changing World," National
13 Education Association, 77:92-94, 1939.
M4
Vol 77 Author: Chairman, President's Advisory Committee on Edu-
1939 cation, Washington, D.C.
- Code: This article deals with youth and their employment problems.
Adm A short paragraph refers to cooperative education and relates
Ph some of the difficulties of the plan. School scheduling and
store wage setting are problem areas. Coop however, has ad-
vantages that are not found in other programs.
45. HF Siegler, Carlton J., "A Bibliography for Distributive
1101 Occupations", Journal of Business Education, 15:23-24,
J69 October 1939.
Vol 15
Oct 1939 Author: Newtown High School, New York.
- Code: A list of materials and books are given to aid the teacher of
Adm the related class. Some of the listed headings are: Adver-
tising; method of D.E., class stores, consumer education,
fashion, others.
46. L Young, G.P., "As Off to Work They Go", School Executive,
11 59:11-14, October 1939.
S37
Vol 59 Author: School Superintendent, Alamosa, Colorado.
Oct 1939
- Code: The coop program at Alamosa was established in 1935 to help
Adm the student choose a vocational goal. Mechanics of the plan
Ex are given and duties of the coordinator are specified.
Ph Pictures of some of the students at work are found in the
His article.
Val
47. LB Beamer, Alan L., "Diversified Occupations in Covington High
1598 School", Industrial Arts and Vocational Education, 29:98-
15 100, March 1940.
Vol 29
Mar 1940 Author: Vocational Coordinator, Covington High School,
Virginia.
- Code: A description of organization of diversified occupation
Adm courses in a small community. The objectives and advantages
Ex of the program given. Coordinator responsibilities, daily
Val work reports, rating sheets, and coordinator reports are
all included.

48. HF Blackler, William R., "Distributive Education in our Vocational Program", Journal of Business Education, 16:11-13, September 1940.
1101
J69
Vol 16
Sept 1940 Author: California State Department.
- Code: Importance and opportunity of D.E. described, showing the
Adm scope of the field in industry and educational programs.
Val Tells of benefits to industry and the consumer. Standards of service received by consumers and rendered to employers will be greatly improved through adequate D.E. training.
49. HF Dalthorp, Charles J., "A Cooperative Work-Study Plan",
1101 Business Education World, 20:781-784, May 1940.
B87
Vol 20 Author: Superintendent of Schools, Aberdeen, S. Dakota.
May 1940
- Code: An outline of a cooperative plan in Aberdeen, which is designed for high school students. Course detail is given with the sequence reiterated. Copies of the student evaluation letter and the student-employer agreement are included.
Adm
His
Val
Cur
50. HF Douglass, Dr. Harl R., "Youth Needs Work Experience",
1101 Business Education World, 20:784-785, May 1940.
B87
Vol 20 Author: Chairman of Teacher Education, University of North
May 1940 Carolina.
- Code: The author's strongest point here is that a coop plan meets the needs of the students. He shows increase in coop programs from scarcely none to 176 in five years. Retail selling is the largest single area where coop programs are functioning successfully.
Ph
His
Val
51. L Eldridge, H.D., "Putting Pupils to Work in Diversified Occupations", Nation's Schools, 26:25-27, December 1940.
11
N28
Vol 26 Author: Superintendent of Schools, Greeley, Colorado.
Dec 1940
- Code: The central issue here is how the schools can meet the vocational needs of the students. One answer given importance is the cooperative plan. This plan is outlined and the result of an employer survey and an employee survey are given. These surveys point out the need for the coop program.
Ph
Val
52. HF Galper, Sidney A., "Cooperating with Store Managers", Journal of Business Education, 15:21-22, February 1940.
1101
J69
Vol 15 Author: Salem Vocational High School, Salem, Mass.
Feb 1940
- Code: This article outlines the problems and importance of establishing the proper kind of relations with the business community with regard to cooperative programs. It tells of resistance to coop by businesses and attempts to show advantages to business.
Adm

53. HF Haines, William E., "Partners for Profit", Business Education
1101 World, 20:629, March 1940.
B87
Vol 20 Author: Supervisor of Business Education, Delaware.
Mar 1940

One page article announcing the cooperative program in
Code: Wilmington, Delaware. Tells the reasons for the program and
Adm stresses participation by employers. Copy of the advertising
Ex leaflet is included.
Val
54. HF Wagner, Graydon C. and Carl J. Nemetz, "Greenwich Trains for
1101 Distributive Jobs", Journal of Business Education, 16:11-12,
J69 October 1940.
Vol 16
Oct 1940 Authors: Greenwich High School, Connecticut.

Since merchants in any community best understand the factors
Code: pertinent to selling in the community, the start of a dis-
Adm tributive occupations curriculum should be with the merchants
Meth of the community. To gain their support, a fair was proposed
with students assigned to work with different stores. Enthu-
siastic support given. Some pictures of booths included in
article.
55. HF Williams, Rae C., "A Cooperative Program in Retailing",
1101 Business Education World, 20:768-772, May 1940.
B87
Vol 20 Author: Head, Retail Selling Department, Omaha Technical
May 1940 High School, Nebraska.

Describes course sequence for the Omaha Technical High School
Code: student in a retailing program in considerable detail. Suc-
Adm cesses explained briefly. Pictures and descriptions of
Cur school physical facilities are given including a small shop
and a grocery store.
56. HF James, L.E., "Developing Courses in Distributive Education
1101 Under the George-Deen Act", Journal of Business Education,
J69 18:19-21, November 1942.
Vol 18
Nov 1942 Author: Cardozo High School, Washington, D.C.

Historical perspectives are important in giving a sense of
Code: direction for the future. "Guidance, education and ultimate
Adm placement are the goals of this program. One cannot exist
Ph without the other. The functions must be successfully co-
His ordinated in order to justify retail cooperative part-time
Gu training." Coordination is stressed. A chart showing a
Cur city's organization in relation to the business community is
included.

57. T Park, C.W., "The Genesis of the Cooperative Method Idea",
61 Journal of Engineering Education, 50:310-315, 1942.
S6
Vol 50 Author: Professor of English, College of Engineering and
1942 Commerce, University of Cincinnati.
- Code: The author credits Herman Schneider as the originator of the
His cooperative method, who developed it as a means of instruction and pushed its acceptance in the field of engineering.
58. LB Smith, L.F., "Work, A Realistic Lab", Industrial Arts and
1598 Vocational Education, 31:422-424, December 1942.
15
Vol 31 Author: Coordinator, Rochester Athenaeum and Mechanics
Dec 1942 Institute, New York.
- Code: A brief annotated bibliography covering some of the materials
Adm available on cooperative education prior to 1942. The material
Ph is listed under such headings as: Administering Cooperative
His Work Programs, Organizing a Cooperative Work Program,
Val Determining the Effectiveness of Cooperative Work Programs
Cu in Action, and others.
Cur
59. LB Banks, M., "Establishing Store Relationships for a Cooperative
1598 Program of Distributive Education", Industrial Arts and
15 Vocational Education, 32:370-372, November 1943.
Vol 32
Nov 1943 Author: A.S. Beck Shoe Corporation, New York City.
- Code: A recipe on how to start a cooperative program. Mr. Banks
Adm gives major emphasis to store program relationships and the
role of the coordinator in the selection of placements.
Types of jobs and cooperating stores are listed. Strong
emphasis on standards and requirements for both student and
store.
60. L Beckley, Donald K., "Meeting Business Needs through Cooperative
11 Education", School Review, 51:539-543, November 1943.
S551
Vol 51 Author: Rochester Athenaeum and Mechanics Institute, Rochester,
Nov 1943 New York.
- Code: The purpose of this article in the author's own words, " . . .
Adm is to point out some of the difficulties faced by business
concerns in making use of cooperative students and to describe
methods through which a cooperative plan can be organized and
directed to meet actual business needs."

61. HF Greenfield, E.A., "A Cooperative Distributive Education
1101 Program in Wartime", Journal of Business Education, 18:21,
J69 May 1943.
Vol 18
May 1943 Author: Coordinator of Distributive Education, Weirton,
West Virginia.
- Code:
Adm A general discussion of the cooperative method and the pro-
His blems that D.E. faced during the war. Cooperative Education
demands that the employer assist in a planned training pro-
gram. Articulation between job and school is vital.
62. LB Nichols, Frederick G., "The Problems of Method in Vocational
5 Education", National Society for the Study of Education,
N25 42nd Yearbook, 1:111-118, 1943.
Part 1
1943 Author: Associate Professor of Education, Harvard.
- Code:
Meth This essay discusses various methods used in vocational edu-
cation. A section is devoted to distributive education,
wherein it is stated that D.E. cannot reach its full potential
with any other method than the cooperative method. Other
methods are also considered: project and contract plan.
63. LB Banks, M., "Instructional Methods in Distributive Education",
1598 Industrial Arts and Vocational Education, 33:47-48, Feb
15 1944.
Vol 33
Feb 1944 Author: A.S. Beck Shoe Corporation, New York City.
- Code:
Meth A discussion of the relative merits of different methods of
presenting subject matter in the related class. The author
concludes that the following are especially effective: the
group discussion method, the demonstration method, the case
study method, and the project method.
64. HF Banks, M., "Standards in Distributive Education", National
1101 Business Education Quarterly, 12:27-30, March 1944.
N25
Vol 12
Mar 1944 Author: Coordinator of D.E., Tilden High School, Brooklyn,
New York.
- Code:
Adm A variety of standards are used to judge candidates for work.
Some of these are: age, physical size, health, appearance,
personality, English usage, intelligence, and technical
skills. Schools must prepare students to meet higher post-
war standards.

65. HF Bethel, Lawrence L., "Work-Study Education in Natural Environment", National Business Education Quarterly, 12:11-21, N25 41, May 1944.
Vol 12
May 1944
- C Code: Directed to college level, but significant because it presents a viewpoint not commonly found during this period. Efforts should be made to teach in the "natural environment", not in isolation. The University of Cincinnati and Antioch College have attempted to make work a part of general education and have set up factories as labs. Suggestions are given for individually planned programs, for the related curriculum must be presented in a special way and transitional courses must be adopted.
- Adm
Ph
His
Val
Cur
66. HF Gowens, H.W. and others, "A Complete Cooperative Training Program as Administered in Tulsa, Oklahoma", National Business Education Quarterly, 12:22-36, May 1944.
N25
Vol 12
May 1944
- Author: Superintendent of Schools, Tulsa, Oklahoma.
- Code: This article presents the Tulsa cooperative plan. History, objectives, advantages, modes of operation, all kinds of forms, curriculum content, placement, fees, communication with parents, trainee and training stations, evaluation, job analysis, absences, trainee tips, coordinator relationships, and graduation expectations are given in some detail.
- Adm
Ex
Ph
His
Val
Cur
67. HF Graham, J., "The Quarter Century Mark in Cooperative Training", National Business Education Quarterly, 12:62-64, May 1944.
N25
Vol 12
May 1944
- Author: Supervisor of Commercial Education, Los Angeles City Schools.
- Code: This article has two basic parts: First, a general discussion of the needs of cooperative education . . . now and during the war; Second, a description of the essential features of a work experience program. The author makes no distinction between work experience and occupational cooperative experience.
- Adm
Val
68. HF Kibby, Ira W. and W.R. Blackler, "Administrative Aspects of Cooperative Business Training", National Business Education Quarterly, 12:58-61, May 1944.
N25
Vol 12
May 1944
- Authors: California State Department of Education.
- Code: Problems facing a new coop program include: (1) Labor laws relating to part-time employment of minors and females; (2) Union regulations; (3) Businessman apathy; (4) Integrating business experience with school class material; (5) Trained teacher securement; (6) Operating in a small community. The importance and provisions of the George-Deen Act are related.
- Adm

69. HF Nichols, Frederick G., "Work Experience", National Business Education Quarterly, 12:3-10, May 1944.
1101
N25
Vol 12 Author: Harvard University.
May 1944

Code: Business teachers are urged to examine the work experience concept, which must become an integral part of the school system. A brief history is given showing the need for work experience in the urban centers. The order of development of educational methods is given. Guidance, curriculum and personnel are all cited.
Adm
Ph
His
Val
Gu
70. HF Pope, J.B., "Possible Cooperative Plans Under The National Vocational Education Act", National Business Education Quarterly, 12:37-41, May 1944.
1101
N25
Vol 12 Author: U.S. Office of Education.
May 1944

Code: Minimum requirements in establishing a federally reimbursed program under the George-Deen and Smith-Hughes Acts are given. Here the author has incorporated several ways of establishing a program and has given suggested requirements.
Adm
71. HF Rowse, Edward J. and others, "The Functions and Possibilities of Cooperative Training", The American Business Education Yearbook, 1:219-232, 1944.
1101
A65
Vol 1
1944

Code: The authors credit the schools of Fitchberg, Mass. for the first coop programs in 1908. Boston followed in 1913. New York 1915 followed by Rochester. Many interesting historical facts given. Objectives and functions of coop related. Importance of government reimbursement. The authors give conditions for successful training and emphasize unlimited possibilities of properly administered program. Future of program given.
Adm
Ph
His
Val
72. HF Schindel, Philip W., "The Role of Business in Cooperating with the School", The American Business Education Yearbook, 1:181-187, 1944.
1101
A65
Vol 1
1944

Code: Business and education have a number of areas of common concern -- student character, intelligence, intuition, adaptability, experience and special traits. Business recognizes the contribution of special training, general educational training, and job adjustment. Cooperative efforts enhance both.
Adm
Ph

73. HF
1106
S7
1944
- Strong, Earl P., The Organization, Administration, And Supervision of Business Education, The Gregg Publishing Company, N.Y., pp 206-208, 1944.
- Author: University of Illinois.
- Code:
Adm
- Guiding principles for setting up a cooperative program are given. Three alternative plans are listed as well as sixteen advantages.
74. HF
1101
N25
Vol 12
May 1944
- White, Gordon H., "Ten Years of Cooperative Training in the Modesto City Schools", National Business Education Quarterly, 12:55-57, May 1944.
- Plan details developed by representatives of the school, employers and labor. Lay committees coordinate the cooperative placement job. Administrative mechanics are stated. Junior College coop has not detracted from the high school coop; in fact a greater number of employers now take high school students. Influences of the war are expanded. After 10 years, the program is on sound footings and having success.
- Code:
Adm
Val
75. AW
By833
1945
- Brockman, L.), Inauguration and Development of Cooperative Work-Experience Education in Secondary Schools, Doctoral Dissertation, 1945, available from University of Wisconsin.
- Code:
Adm
Ex
Ph
His
Cur
- Develops the foundation of cooperative education from its historical, psychological, sociological, economical and philosophical background. It makes an analysis of administrative practices including students' schedules, enrollment, teacher training, reporting, and legal aspects of the plan. Curriculum coordination and guidance problems are reviewed. A number of specific programs are surveyed. Conclusions and suggestions are given.
76. HF
1101
A65
Vol 2
1945
- Dame, F.J. and others, "Improving Learning and Achievement in Merchandising and the Distributive Occupations", American Business Education Yearbook, 2:192-216, 1945.
- Author: Head, Commercial Education, Washington Public Schools, Washington, D.C.
- Code:
Adm
His
Cur
Meth
- Only part of chapter is devoted to the coop method. A discussion of coop training as effected by the war. Brief history tracing developments before George-Deen Act. Influences and major changes after the Act: more practical courses offered, better selection of students, more accurate evaluation, up-grading teacher qualifications and methods of teaching. Standards of performance and limitations are given and many teaching methods included. Visual aids are stressed.

77. HF Gause, Catherine, and others, "Improving Learning and Achievement Through Work Experience Programs in Business Education",
1101 American Business Education Yearbook, 2:299-307, 1945.
A65
Vol 2
1945
Author: Teacher of Business English, Delaware.
- Code: An analysis of the cooperative method with a breakdown of the
Adm topics as follows: minimum essentials, incentive values, re-
Val alistic standards, improved attendance, employable personality
Cur traits, contribution to curriculum, coordination essentials,
Meth types of organization, and student reaction to program. Good
article to be read for its conclusions and suggestions.
78. HF Morsey, R.J., "Salesmanship -- Cooperative vs Traditional",
1101 Journal of Business Education, 20:18-20, May 1945.
J69
Vol 20
May 1945
Author: North High School, Columbus, Ohio.
- Code: Mr. Morsey compares cooperative salesmanship with traditional
Adm salesmanship. He feels the coop method is far superior. "The
Cur traditional method does not enable a teacher to reach the
chief objective." "The cooperative program provides realiza-
tion of vocational objective by making provision for actual
experience under competent supervision and using related class-
room work."
79. HF Beckley, Donald K., "Cooperative Retail Training in Retrospect",
1101 Business Education World, 26:422-423, April 1946.
B87
Vol 26
Apr 1946
Author: Director, Prince School of Retailing, Simmons College,
Boston.
- Code: This essay shows how former cooperative students view the pro-
Adm gram. The general conclusion is that there are three areas in
Ex which most coop programs could improve: (1) Better coordination
Val with stores. (2) More carefully planned job schedule for coop
work. (3) Closer tie between work experience and course
material.
80. L Brockman, L.O., "Inauguration and Development of Cooperative
13 Work Experience Education in Secondary Schools", National
N27 Association of Secondary School Principals Bulletin, 30:39-
Vol 30 60, January 1946.
Jan 1946
Author: Montana State College.
- Code: The purpose of this article is three fold: (1) to make a
A critical analysis of administrative practices in successful
Ex cooperative education programs; (2) to discover why many sec-
Ph ondary schools do not use this method; (3) to recommend sug-
His gestions for the improvement of cooperative education pro-
Val grams. The results cannot be adequately summarized, but this
Gu article is most complete and shows favorable results from
Cur work experience.

81. LB Dillon, Harold J., Work Experience in Secondary Education,
1029 National Child Labor Committee, N.Y., 1946.
C6
D5 Author: Connecticut State Department of Education.
1946

This committee report outlines the basic purposes of work experience as: (1) abolishing exploitation of children under guise of education, (2) controlling part-time work under school supervision, (3) reaching school drop-outs. The book covers needs of young people, origin of the program, objectives of the program, administration, selection-placement, supervision and guidance. It also describes credit granting, control of employment, integration with curriculum, effects on scholarship, health, money, and appraisals of the program by students, principal, parents, labor, and employer.
- Code:
Adm
Ph
His
Val
Gu
Cur
82. HF Dunstan, Mary F., "The Case Method and Learning to Think",
1101 Business Education World, 26:477-478, May 1946.
B87
Vol 26 Author: Russell Sage College.
May 1946

The case, for a case method study, must be realistic. Suggestions for effective case use are given.
- Code:
Meth
83. L Ferguson, A.W., "Schools and Industry Cooperate", Journal of
11 Education, 129:22-24, January 1946.
J5
Vol 129 Author: Superintendent of Schools, York, Pennsylvania.
Jan 1946

This article discusses cooperative education as used in all areas of vocational education by the community of York. The importance of advisory committee and how it helps keep the program in focus is stressed. The author shows that the cooperative method has worked most satisfactorily.
- Code:
Adm
Ex
Val
84. HF Hansen, Carrie, "Opportunities for Practical Work Experience",
1101 Business Education World, 26:358-359, March 1946.
B87
Vol 26 Author: Sales and Office Coordinator, Placement Director,
Mar 1946 East High School, Waterloo, Iowa.

Deals with work experience rather than cooperative method, but is interesting because it shows an attempt to correlate a related class to the students' work experience, administrative responsibility for placement, follow-up etc.
- Code:
Adm
Meth

85. HQ Michener, A.D., "Can Job and School Mix?", Parent's Magazine,
750 21:24-25, 175, November 1946.
A2
P33 Author: Director, Olney Center, Temple University.
Vol 21
Nov 1946 In this essay the author shows some of the problems faced in
educating the business world and parents that cooperative
education is a useful, productive form of education.
Code:
Adm
Ph
Val
86. HF Beckley, Donald K., "Looking at Distributive Education",
1101 Journal of Business Education, 22:30, January 1947.
J69
Vol 22 Author: Director, Prince School of Retailing, Simmons
Jan 1947 College, Boston.
Code:
Meth Stresses the significant growth of the club movement and
gives the objectives of such club activities. The present
status of clubs in terms of numbers (242) and enrollment
(5600) of young people is related.
87. HF Beckley, Donald K., "An Approach to Selling From 'Down
1101 Under'", Journal of Business Education, 23:23, September 1947.
J69
Vol 23 Author: Director, Prince School of Retailing, Simmons
Sept 1947 College, Boston.
Code:
Cur More attention should be given to the psychology of selling
in the related class. A suggestion is given here to show how
this might be carried out.
88. LC Eddy, James R.D. and others, "Distributive Education in
1041 Texas", American Vocational Association Journal, 22:7-9,
A5 32-33, January 1947.
Vol 22
Jan 1947 Author: Director, Industrial and Business Extension Training,
University of Texas.
Code:
Ex
Meth The editor here has pulled a number of articles together
from Texas. Each article reflects some of the local color
and experiences which illustrates again the importance of
adapting to local situations. Many different courses of
study and activities are listed briefly.
89. LC Ellison, Milton F., "Cooperative Retailing in Battle Creek,
1041 Michigan", American Vocational Association Journal, 22:35,
A5 December 1947.
Vol 22
Dec 1947 Author: Coordinator, Battle Creek, Michigan.
Code:
Cur The units taught in the related class in Battle Creek are as
follows: pre-induction, 20 hours; the salesperson, 25 hours;
salesmanship, 30 hours; textile merchandise information, 50
hours; non-textile merchandise information, 45 hours; and
many others.

90. HF Kirk, John G., "Integrating Distributive Education in the
1101 Schools", Business Education Forum, 1:31-33, April 1947.
B86
Vol 1 Author: Director of D.E., Philadelphia Public Schools.
Apr 1947
Fusion of practice and theory is possible under the D.E. coop
plan. The related class is vital to teach basic skills and
Code: trait competency. Advisory committees are useful and fill a
Adm great need. A sequence of course offerings, schools and
Ph work schedules, other class activities and in-service train-
Val ing activities are described.
Cur
Meth
91. L Legg, Jesson and Proffitt, School and Work Programs, United
111 States Office of Education, Bulletin #9, 1947.
A6
No. 9 A broad, overall view of the types of coop programs as well
1947 as other part-time work projects. It covers purposes, types,
popularity, kinds of work, controls exercised by schools,
Code: attitudes toward, good and bad features, and the future in
Adm cooperative education. 136 school systems working under war-
Ex time conditions are considered here. Letter of inquiry
Ph included.
92. LC Loos, Marguerite, "Distributive Education Clubs of America",
1041 American Vocational Association Journal, 22:16-17, 27, 32;
A5 September 1947.
Vol 22 Author: State Supervisor of D.E., Ohio.
Sept 1947
Code: A brief historical account of the development of D.E.C.A..
Meth The functions of club activities are: (1) Social, (2) Edu-
cational, (3) Citizenship, (4) Harmonious working relation-
ship, (5) Raise occupational standards, (6) Community service.
93. HF Loso, Foster W., "Work Experience on the Job Level", Journal
1101 of Business Education, 22:11-12, May 1947.
J69
Vol 22 Author: Director of Business Education, Elizabeth, N.Y.
May 1947
The author wishes a tightening of regulations and practices
to increase effectiveness and proper organization of work
Code: experience, thus meeting school and student objectives.
Adm
94. HF Nolan, D.A., "Functional Cooperative Business Education",
1101 National Business Education Quarterly, 16:47-50, Dec 1947.
N25
Vol 16 Author: State Supervisor of Business and Distributive Edu-
Dec 1947 cation, Delaware.
Code: Dr. Nolan gives a brief history of cooperative education in
Adm Delaware and discusses some specific cooperative education
His topics such as: planning the program, arranging the schedule
for the coordinator, and others.

95. LC
1041
A5
Vol 22
Jan 1947
- Packer, Harry Q., "Selecting the D.E. Student", American Vocational Association Journal, 22:24, January 1947.
- Author: State Supervisor of D.E., West Virginia.
- Teachers must be aware of the skills students will need to get a job upon graduation. A survey showed the need for increased distributive workers, yet the students were not enrolling. More effective guidance is needed. Coop programs will create real interest for students.
- Code:
Adm
Ph
Val
96. HF
1101
B87
Vol 28
Oct 1947
- Silverberg, R.L., "Beyond the Experimental Stage", Business Educational World, 28:92-95, October 1947.
- Author: LaFayette High School, Brooklyn, New York.
- A discussion of cooperative training and how it works. The summary stresses the fact that cooperative education is no longer an experiment.
- Code:
Adm
Val
97. LC
1041
A5
Vol 23
June 1948
- Balboni, Marian and Helen Lord Smith, "A Unified Store-School Workshop", American Vocational Association Journal, 23:22, June 1948.
- Authors: Assistant State Supervisor of D.E., Boston.
Teacher-Coordinator, Brockton, Mass.
- A short article showing and reviewing the new equipment such as movable desks, display case, etc. that enable this class to have a real D.E. laboratory set-up.
- Code:
Adm
98. HF
1101
A65
Vol 5
Sec 8
1948
- Beaumont, John A., "Recent Developments in Business Education -- Retailing", American Business Education Yearbook, 5:323-328, 1948.
- Author: State Board for Vocational Education, Springfield, Illinois.
- The article deals in the main with the broad field of retailing and its needs, but calls for, as one of its recommendations, the inclusion of a supervised work experience program.
- Code:
Adm
99. HF
1101
B87
Vol 1948
- Beckley, Donald K., "Getting Value from Work Experience", Business Education World, 28:577-579, June 1948.
- Author: Director, Prince School of retailing, Simmons College, Boston.
- Classroom designed and initiated projects are suggested as a means of increasing student interest in their jobs. The unique characteristic of these projects is that they are helpful to the respective employer. Some projects include:
(1) Making a list of gifts appropriate for different ages;
(2) Preparing a sales-check manual for new employees of small stores;
(3) Preparing a directory of merchandise locations.
- Code:
Meth

100. HF Beckely, Donald K., "The Early Days in Retail Training",
1101 Business Education World, 29:38-41, September 1948.
B87
Vol 29 Author: Director, Prince School of Retailing, Simmons
Sept 1948 College, Boston.
- Code: Interesting historical account of development of retail store
His training in school. Pictures are included showing an early
class of girls at the Prince School. First retail store-
school was the John Wanamker Commercial Institute organized
in 1896 in the Wanamaker Store in Philadelphia. Only part of
the curriculum was retailing. The aim was educating store
workers. Many stores followed, but this function was taken
over by outside agencies. The 1905 class cited.
101. HF Boldand, Kathleen, "Distributive Education Students Need
1101 Visual Presentation in Window-Display Training", Balance
B3 Sheet, 30:19-21, September 1948.
Vol 30 Author: Saginaw High School, Saginaw, Michigan.
Sept 1948
- Code: A frame structure representing a window, a large glass mirror,
Adm and businessmen visiting the classroom have added a sense of
Meth dynamics to the class. Professionals do the displays with
students observing. Points by the businessmen are given.
Floor plans are mapped out.
102. LC DeBennings, M.J., "The Purpose of Distributive Education
1041 Clubs", American Vocational Association Journal, 23:18, 20;
A5 May 1948.
Vol 23 Author: State Supervisor of D.E., Oklahoma.
May 1948
- Code: The D.E.C.A. creed and objectives are quoted. Different stu-
Meth dent reports and speeches are printed as D.E.C.E. activities.
A review of a D.E.C.A. convention is included.
103. HF Ernest, John W., "Teaching Methods in Distributive Occupa-
1101 tional Training", Business Education Forum, 2:27-28, 44-
B86 45; April 1948.
Vol 2 Author: Instructor of Merchandising, Los Angeles City College.
Apr 1948
- Code: The need to train young people for clusters of jobs instead of
Ph specific jobs is important because of the changes and oppor-
Cur tunities in distribution. Objectives of D.E. are cited with
Meth an emphasis on tying instruction to job experience. Various
methods of teaching are suggested.

104. HF Keeling, Wilbur, "The Distributive Education Coordinator",
1101 Journal of Business Education, 23:30-32, May 1948.
J69
Vol 23 Author: State Teachers College, Valley City, N.D.
May 1948

Code: A study surveying five states to determine coordinators' re-
Adm sponsibilities. These duties were categorized under the fol-
lowing headings: (1) Administrative and Supervisory, (2)
Duties Relating to Students, (3) Clerical Duties, (4) Program
Promotion, (5) Non-Distributive Duties, (6) Others.
105. HF Milligan, Jack, "Cooperative Training -- A Challenge to Busi-
1101 ness Education", Journal of Business Education, 23:24-26,
J69 April 1948.
Vol 23 Author: Chief, Business Education, Michigan Department of
Apr 1948 Public Instruction.

Code: Points out the difference between occupational cooperative
Adm education and general work experience education. The type
Ph of experience offered must be a constant concern. The
Val nature of cooperative education, administrative problems,
teacher-coordinator, types of cooperation, departmental
placement, individualization, and Federal aid are some
topics discussed.
106. LB Park, C.W., "The Beginning of Cooperative Education", College
2300 and University, 23:449-453, April 1948.
C48
Vol 23 Author: University of Cincinnati.
Apr 1948

Code: A general discussion about Herman Schneider and his philosoph-
Ph ical approach to educational problems. His solutions to pro-
His blems resulted in cooperative education.
107. HF Beckley, Donald L., "The Situation-Response Question", Busi-
1101 ness Education World, 29:619-620, June 1949.
B87
Vol 29 Author: Director, Prince School of Retailing, Simmons
June 1949 College, Boston.

Code: The situation-response test question will be more valid in
Meth type of test construction because it gets at the idea of prac-
tical application. A test is included in the selling unit in
this article.

108. HF Beckley, Donald L., "Retailing Device: The Use of Selling-
1101 Situation Problems", Business Education World, 30:132-134,
B87 November 1949.
Vol 30 Author: Director, Prince School of Retailing, Simmons
Nov 1949 College, Boston.
- Code:
Meth Selling-situation problems, properly prepared and realisti-
cally presented, will increase the student's ability to solve
retailing problems. A sales-situation is the statement of an
actual sales interview. Some examples are given in full with
accompanying possible solutions.
109. HF Blackler, W.R., "Growth of Cooperative Training in Business
1101 Education", Business Education Forum, 4:38, November 1949.
B86 Author: California State Department of Education.
Vol 4 Cooperative training is one of the most rapidly expanding
Nov 1949 methods on the educational horizon. Mr. Blackler feels that
its future outlook is great. The essential of cooperation,
the importance of coordination and placement are discussed
briefly.
- Code:
Adm
Val
110. HF Caplan, Samuel W., "Signals for the Coordinator", Business
1101 Education World, 29:289-290, January 1949.
B87 Author: Temple University, Philadelphia.
Vol 29 Concrete suggestions given the coordinator as he goes into
Jan 1949 the community to solicit the businessman's support. Barriers
must be broken down. Do's and Don't's flow freely.
- Code:
Adm
111. HF DeBenning, M.J., "Oklahoma Distributive Education", Journal
1101 of Business Education, 24:21-22, April 1949.
J69 Author: State Supervisor of D.E., Sillwater, Oklahoma.
Vol 24 A successful distributive education program is dependent upon
Apr 1949 the following factors: (1) State Board of Education, (2)
Local school administration, (3) Local merchants and their
association, (4) Teacher personnel with proper training, (5)
Careful selection of students, and (6) Student club organiza-
tion and activities.
- Code:
Adm
Ex
Ph
112. HF Hayden, Carlos K. and William E. Jennings, "Using the Advisory
1101 Committee", American Business Education, 6:89-94, Dec 1949.
A64 Authors: Department of Education, State University, Columbus,
Vol 6 Ohio.
Dec 1949
- Code:
Adm The value of advisory committees is shown in making the pro-
gram dynamic. Advisory committee is defined, authority ex-
plained, duties outlined, appointment described, and member-
ship qualifications listed. Cooperation among committee
members, teachers and businesses is essential.

113. HF Heiss, Renetta F., "The Cooperative Fashion Show -- A Retail-
1101 ing Project", Business Education World, 29:593, June 1949.
B87
Vol 29 Author: Altoona High School, Altoona, Pennsylvania.
June 1949
School students worked with a local store to set up a sales-
Code: promotion, a display and a merchandising committee. Each
Meth committee worked under the chairmanship of the local store
department manager and planned a very successful campaign.
114. LB Johnson, Lloyd W. and William H. Roe, Review of Current
1594 Literature on Work Experience Programs, 1949.
FJ6
1949
A compilation of thoughts on the following topics: types of
Code: work experience, benefits of work experience, recommendations
Adm for work experience, work experience in secondary education,
Ph training program, evaluation, reimbursement, and others.
Val ar This bulletin has other articles dealing with the basis of
Spc coop.
115. HF Tonne, Herbert A., Estelle L. Popham, and Herbert M. Freeman,
1106 Methods of Teaching Business Subjects, The Gregg Publishing
T59 Company, N.Y., pp 398-401, 1949.
Vol 9
Sept 1949 Authors: New York University; Hunter College, New York; New
Jersey State Teachers College.
Code:
Adm The fifteenth chapter is addressed to the field of D.E. The
Ph historical effect of the George-Deen Act and George-Barden
His Act is traced. Alternate plans and some advantages and pro-
Val blems are pointed out. Possible related course offerings are
Cur given.
116. HF Turille, Stephen J., Principles and Methods in Business Edu-
1106 cation, McClure Printing Company, Virginia, pp 80-95, 1949.
T8
1949 Author: Madison State College, Virginia.
Code:
Adm Mr. Turille criticizes the "bookish" approach and advocates
Ph cooperative business training. He suggests a rotational ex-
Val perience and a partnership between school and work. Advan-
Cur tages of the program are cited with proper planning and close
cooperation stressed. Some probable problems are listed.
Answers to the following questions are given: When to have a
coop program, what school credit to be given, what specific
organizations necessary?

117. L Walker, A.L., "Job Centered Business Education", National
11 Education Association, 38:348-349, May 1949.
N25
Vol 38 Author: State Supervisor, Commercial Education Service,
May 1949 Virginia State Board of Education.
- Code: Mr. Walker lists what he feels are the most desirable char-
Adm acteristics to be found in a work station. Included also
are student qualities needed for this program. The need for
community and parent public relations work is stressed.
118. HF Baker, W. Maurice, "The Purpose and Pattern of a Good Dis-
1101 tributive Education Club", Business Education World, 30:
B87 456-457, May 1950.
Vol 30
May 1950 Author: Head, Department of D.E., University of Kentucky.
- Code: The essentials of a good club organization are spelled out
Meth here. Why have a club? What can be expected from a club?
Both questions are answered in an interesting manner.
119. HF Beckley, Donald K., "Five Techniques for Use in Teaching Re-
1101 tailing and Salesmanship", Business Education World, 30:
B87 340-341, March 1950.
Vol 30
Mar 1950 Author: Director, Prince School of Retailing, Simmons
College, Boston.
- Code: The five techniques in teaching retailing are given with dis-
Meth cussion of each. (1) Interview the customer. (2) Acquire
verbal facility. (3) Use of customer comments. (4) Use of
retail history. (5) Challenging sales persons.
120. HF Bernard, Louise, "The Distributive Educator Coordinator as a
1101 Community Training Director", Business Education World,
B87 31:92-94, October 1950.
Vol 31
Oct 1950 Author: Virginia State Supervisor of D.E.
- Code: The position taken by this writer is that the D.E. coordinator
Adm can properly fill the function of a community training dir-
ector for those stores too small to carry the function on
their own. Steps to carry out this job, forms, planning, and
helps are offered. A survey is suggested.
121. HF Bixler, Reyno F., "Practical Pre-Employment Training",
1101 Journal of Business Education, 25:17, April 1950.
J69
Vol 25 Author: Waukegan Township High School, Waukegan, Illinois.
Apr 1950
- Code: The importance of 11th grade pre-employment class is stressed,
Adm since it gives the student the opportunity to examine the
Ph field of distribution by business visits, speakers, and class-
Gu room instruction. Class objectives are: to show the students
Meth the opportunities available, to give job information and re-
Prep quirements and to show how he, as an individual, will fit
into the work environment.

122. HF Boland, Kathleen, "Follow-up on Placement of Distributive
1101 Education Students", Balance Sheet, 31:388-389, May 1950.
B3
Vol 31 Author: Saginaw High School, Saginaw, Michigan.
May 1950
Code: Follow-up studies are suggested as a means of supplying in-
Adm formation about your program, but also success stories can
improve your present class as well as solicit additional help
from local businessmen. A simple follow-up letter is included.
123. HF Chapman, E.N., "Tailor-Made Cooperative Retail Training",
1101 Journal of Business Education, 26:150-152, December 1950.
J69
Vol 26 Author: Chaffey College, Ontario, California.
Dec 1950
Code: Mr. Chapman states that it has become increasingly difficult
Adm for teachers to tailor a course to fit students' needs since
Val schools have become increasingly crowded. However, retailing
has been tailoring its curriculum. He feels the cooperative
method has made it possible. He discusses recommended essen-
tials for such a program.
124. HF Clark, L.M., "Selected Methods and Techniques for Teaching
1101 Cooperative Part-Time Students", Business Education Forum,
B86 4:10-11, April 1950.
Vol 4
Apr 1950 Author: Indiana University.
Code: An outline of methods for teaching the related class to coop-
Meth erative students. Some of the methods suggested are cases,
demonstrations, speakers and various projects. A strong
emphasis on variety is made.
125. HF Iffrig, Mildred, "Distributive Education in New Brunswick,
1101 N.J.", Journal of Business Education, 25:19-20, April 1950.
J69
Vol 25 Author: Teacher Coordinator.
Feb 1950
Code: The program of distributive education and coop was enthusias-
Adm tically received in New Brunswick because of student club
Ex activities. Business help was solicited and various projects
undertaken by students.
126. HF Loos, Marguerite, "The Distributive Education Clubs of
1101 America, Now Three Years Old", Business Education World,
B87 30:342-344, March 1950.
Vol 30
Mar 1950 Author: Supervisor of D.E., Ohio.
Code: The author gives historical development, original founding of
Meth D.E.C.A., its structure and the needs it fulfills. The basic
need is "to prepare students to meet responsibilities, specifi-
cally those of earning a living, through understanding of and
training for job requirements of retail, wholesale, and ser-
vice occupations."

127. HF Meyer, Warren G., "The Work Experience Laboratory in Distributive Occupations", Business Education Forum, 24:12-14, April 1950.
1101
B86
Vol 24
Apr 1950 Author: University of Minnesota.
- Code: Purpose of the article is to aid coordinator in evaluating
Adm his program. Objectives of work experience lab: (1) acquire
Ph first-hand experience, (2) learn to solve problems on the job,
Meth (3) learn to perform operations and develop skills in them.
Close correlation between business and school is needed to
assure that objectives are met.
128. HF Morrow, John M., "The D.E. Coordinator Contributes Much to
1101 His School's Public Relations", Business Education World,
B87 31:49-151, November 1950.
Vol 31
Nov 1950 Author: State Supervisor, D.E., Montpelier, Vermont.
- Code: The coordinator is in the best position to explain D.E. to
Adm the community because of regular contacts outside the school.
One of the first persons contacted should be executive of professional retailing association. The establishment of an advisory committee is most useful in promotion.
129. HF Richert, Henry G., "The Nation-Wide Progress of Distributive
1101 Education", Business Education World, 31:15-17, Sept 1950.
B87
Vol 31
Sept 1950 Author: Program Planning Specialist, U.S. Office of Education.
- Code: The importance of distributive education is evidenced by the
Adm importance of distribution in the economy. Federal funds,
Ph growth of philosophy, acceptance of D.E. throughout the nation are encouraging. The role of the National Federation of Sales Executives and the American Marketing Association is significant in helping promote a successful D.E. program. Better public relations and promotional work is a must.
130. HF Roth, E.A., "A Challenge to Cooperative Work Experience",
1101 Journal of Business Education, 25:11-12, 29, January 1950.
J69
Vol 25
Jan 1950 Author: University of Missouri, Columbia, Missouri.
- Code: The place of Federal support in cooperative education is
Adm given. Coop however is not the only worthwhile program. Increased research will aid development of full potential of the
Ph D.E. field. Emphasis is on planning, standards and objectives.

131. HF Saphir, Sarah and William M. Polishook, "A Digest of Contemporary Thought in Distributive Education", Business Education World, 30:458-461, May 1950.
 1101
 B87
 Vol 30
 May 1950
 Authors: Department of Business Education, Temple University, Philadelphia.
 Code:
 Adm Covers many topics such as importance of distribution, opportunities in retailing, teacher qualifications, selection of students, types of training, subject matter, school credit, social activities, and evaluation.
 Cur
132. HF VanWagenen, Rulon C., "Changing Concepts of Junior College Distributive Education", Business Education Forum, 12:19-20, April 1950.
 1101
 B86
 Vol 12
 Apr 1950
 Author: California State Department of Education.
 Code:
 Adm The author discusses the articulation problem between high school and Junior College for both schools must prepare students for job entry positions. Most of the efforts of Junior College ought to be directed to the middle management position and be concerned with training married women. Junior College has great responsibility in training more mature workers. Advantages of Junior College D.E. are given.
 Ph
 Val
133. HF Walters, R.G. and C.A. Nolan, Principles and Problems of Business Education, South-Western Publishing Company, N.Y., pp 124-141, 283-297; 1950.
 1106
 W34
 1950
 Authors: Grove City College and Syracuse University.
 Code:
 Adm Reasons for D.E.'s introduction and late development are cited. Effects of the George-Deen and George-Barden Acts are told. The authors give an example of a program and possible curriculum course offerings. Coop is mentioned as a possible method with advantages, disadvantages, planning of program, community survey, areas of work experiences, scheduling, placing, coordination, wages and reports given.
 Ph
 His
134. LC Watkins, Alice E., "Twenty-nine Years of D.E.", American Vocational Association Journal, 25:8-9, February 1950.
 1041
 A5
 Vol 25
 Feb 1950
 Author: Coordinator, D.E., Theodore Ahrens Trade High School, Louisville, Kentucky.
 Code:
 Adm A history of D.E. in Louisville is given and illustrated by some of the interesting activities and success encountered. Procedure of organizing the program, enrollment and follow-up results are briefly given.
 Ex
 His
 Val

135. HF
1101
B86
Vol 5
Apr 1951
- Blackler, William R., "Editorial Statement", Business Education Forum, 5:9, April 1951.
- Author: State Department of Education, California.
- In the coop plan, the businessman acts as an associate instructor because school and business work together to educate the student. A close working relationship between the two is needed and the advisory committee with help cooperation.
- Code:
Adm
Ph
136. HF
1101
B3
Vol 32
Nov 1951
- Cobb, Howard, "Organizing the Distributive Education Advisory Committee", Balance Sheet, 32:111-112, 114: November 1951.
- Author: Senior High School, Amarillo, Texas.
- Membership on the advisory committee must be given to interested persons, but limited to from 5 to 7 members. The members should be recommended by the coordinator and appointed by the superintendent. Other suggestions are given.
- Code:
Adm
137. HF
1101
S6
#75
May 1951
- Hayden, Carlos K., Major Issues in Business Education, South-Western Publishing Company, N.Y. pp 49-55, 1951.
- Author: University of Houston.
- This monogram is a published thesis dealing with many questions of D.E.. Many answers to a questionnaire were directed to the cooperative experience.
- Code:
Adm
138. HF
1101
B87
Vol 31
Jan 1951
- Hecht, Joseph C., "How We Can Use Salesmanship to Recruit Superior High School D.E. Students", Business Education World, 31: January 1951.
- Author: D.E. Teacher-Coordinator, Poughkeepsie, N.Y.
- Some suggestions for selling the D.E. program in order to recruit better students are: (1) Explain the program to homerooms, (2) Show the counselors and have them work with students, (3) Sponsor a Coop Dance, (4) Talk to Service Club group, (5) Plan excursion, (6) Newspaper publicity, and (7) Sponsor assembly program.
- Code:
Adm
139. HF
1101
B86
Vol 5
Apr 1951
- Humphrey, C., "Types of Cooperative Training Programs", Business Education Forum, 5:24, April 1951.
- Author: U.S. Office of Education.
- The term "types of programs" as used in this article refers to the different schedule arrangements available to cooperative students in dividing their time between the classroom and job.
- Code:
Adm

140. HF Jones, G.V., "Essentials of a Cooperative Educational Program for the Distributive Occupations", Business Education Forum, 5:11-12, April 1951.
1101
B86
Vol 5
Apr 1951
Author: Coordinator of D.E. at William Penn High School, Delaware.
Code:
Adm Listed are five essentials to a cooperative plan and a brief discussion of each. They are: (1) Community, (2) School, (3) Advisory Committee, (4) Sales laboratory classroom, and (5) Teacher-coordinator.
141. HF Lanham, F.W., "Development and Growth of Reimbursed Cooperative Distributive Occupations and Office Training Programs in Michigan", National Business Education Quarterly, 20:29-34, October 1951.
1101
N25
Vol 20
Oct 1951
Author: University of Michigan.
Code:
Adm Here the author traces the growth in great detail, of cooperative business education in Michigan from its beginning in 1937 to 1950. Viewed principally from activities performed by the Business Education Division of the Michigan Office of Vocational Education. Features of Federal legislation are reiterated.
His
142. HF Logan, O.K., "Evaluating Cooperative Training for the Distributive Occupations", Business Education Forum, 5:13-14, April 1951.
1101
B86
Apr 1951
Author: State Supervisor of D.E., Olympia, Washington.
Code:
Adm A short essay on testing the program to ascertain whether the cooperative method is fulfilling the needs of the students. The article incorporates a checklist for evaluating the coop method.
143. HF Ralph, Jane R., "Store Relationships in a Cooperative Training Program", Business Education Forum, 5:12-12, April 1951.
1101
B86
Vol 5
Apr 1951
Author: Teacher-Coordinator of D.E., Chicago Public Schools.
Code:
Adm Deals with the formulation of good store-program relations and ways to get the most from the store experience. Listed are seven important areas: (1) Advisory committee, (2) Coordinator store visits, (3) Employer's rating, (4) Discussions with store executives, (5) Store awards, (6) Employer-employee graduation luncheon, (7) Alumni participation.
Cur

144. HF Morrow, John M., "Six Suggestions for Assuring Good Internal
1101 Public Relations for D.E. Coordinators", Business Education
B87 World, 31:498-499, June 1951.
Vol 31 Author: State Supervisor of D.E., Montpelier, Vermont.
June 1951
- Code: Morrow's six points are: (1) Do an outstanding job with your
Adm first group, (2) Establish a two-year program, (3) Make the
counselor an informed friend, (4) Keep administrators aware
of your activities, (5) Make use of merchants and advisory
committees, (6) Plan effective publicity.
145. HF Perpetua, Sister Marie, "Why Not More Work Experience?",
1101 Journal of Business Education, 26:383-384, May 1951.
J69
Vol 26 Author: Nazareth Academy, Rochester, New York.
May 1951
- Code: This article is directed to cooperative office practice,
Adm however the treatment of the following areas is applicable
to D.E. coop: (1) A respect for the problems of the employer,
(2) An understanding of the problems of public relations,
(3) In-school obstacles, and (4) Dangers to the students --
e.g. a student may miss much extra-curricular activity that
would be beneficial to him.
146. HF Shapiro, Harold E., "How to Put the Right D.E. Student in
1101 the Right D.E. Job", Business Education World, 31:282-285,
B87 February 1951.
Vol 31 Author: D.E. State Supervisor, Massachusetts.
Feb 1951
- Code: The essential feature of proper placement is in the analysis
Adm of the job. Jobs must be classified, analyzed regarding ac-
tivities and duties, and requirements demanded.
147. HF Swack, Harvey R., "Recruiting D.E. Students Via Guidance",
1101 Business Education World, 32:189-191, December 1951.
B87
Vol 32 Author: Mansfield High School, Mansfield, Ohio.
Dec 1951
- Code: The author surveyed D.E. students in Ohio to determine how
Gu they discovered the D.E. coop program. Many results are
given, but the main point of the article is that early guid-
ance directs students into the program. A strong guidance
program is needed in the 9th, 10th, and 11th grades.
148. HF Blackler, William R., "Coordination in Distributive Occupa-
1101 tional Training", Business Education Forum, 6:9, April 1952.
B86
Vol 6 Author: California State Department of Education.
Apr 1952
- Code: This editorial discusses coordination, its definition, how
Adm to be effective, specific aspects, and significance.

149. HF Coghlan, Beth, "Cooperative Business Education Programs",
1101 American Business Education Yearbook, 9:312-214, 1952.
A65
Vol 9 Author: Supervisor of D.E., Seattle Public Schools.
1952
Code:
Adm This chapter lists three types of cooperative business education programs: diversified occupations, office practice, and distributive education. Miss Coghlan's purpose here is to discuss the work of the coordinator and the immediately related duties and activities. Topics covered include advisory committee, qualifications of coordinator, establishing training stations, and many more.
150. HF Donaldson, LeRoy J. and others, "School and Community Relations in Distributive Education", American Business Education, 9:38-44, October 1952.
1101
A64
Vol 9
Oct 1952 Author: Distributive Occupations Coordinator, Galesburg, Illinois.
Code:
Adm A discussion of school and community relations through employee organizations, home visitation and service clubs. Many experiences are quoted and helpful suggestions given.
Ph
151. LC Kneeland, Dr. Natalie, "Virginia's D.E. Coordinators Evaluate Their Program", American Vocational Association Journal, 27:9, May 1952.
1041
A5
Vol 27
May 1952 Author: Research Consultant, School of D.E., Richmond.
Code:
Am A survey taken of D.E. graduates, 372 merchants and 32 coordinators investigating many issues.
152. HF Kneeland, Dr. Natalie and Louise Bernard, "Activity Analysis", Business Education World, 33:120-121, November 1952.
1101
B87
Vol 33
Nov 1952 Authors: D.E. Training Consultant, Virginia State Supervisor of D.E..
Code:
Adm This article describes a "way of systematizing the coordinator's job". An "activity analysis" shows that a D.E. coordinator's job falls into five categories: training and curriculum preparation, personal management, organization, promotion, and records and reports. Each coordinator must analyze his program to see that one activity is equal in stress to the others. Weekly and monthly calendars are suggested and advantages to careful planning stressed.
153. HF Krawitz, Myron J., "Big Store, Little Store?", Business Education World, 32:486-487, 507; June 1952.
1101
B87
Vol 32
June 1952 Author: Coordinator of D.E., Atlantic City, New Jersey.
Code:
Adm The selection of a training station must meet certain criteria established to meet student need, not only convenience. The relative merits of a big store vs a small store participation is the basis of the article.

154. HF Loos, Marguerite, "Effective Coordination of Cooperative Education Programs", Business Education Forum, 6:14-15, April 1952.
1101
B86
Vol 6
Apr 1952
Author: State Department of Education, Columbus, Ohio.
- Code: Any program in D.E. is only as good as the coordination.
Adm This author describes functions of coordinator as: student preparation for program, class instruction, evaluation and follow-up. Through effective coordination and carefully planned instruction, the real purpose of vocational education is realized.
155. HF Miller, Alwin V., "When the Businessman Says No", Balance Sheet, 33:259-262, February 1952.
1101
B3
Vol 33
Feb 1952
Author: South Oregon College, Ashland, Oregon.
- Code: Various sales appeals that might work in the approach to
Adm negative businessmen are listed. Use of local Chamber of
Ph Commerce is effective.
156. HF Nichols, Frederick G., "Work Experience and Credit", Journal of Business Education, 27:324, April 1952.
1101
J69
Vol 27
Apr 1952
Author: Harvard University.
- Code: The author gives three arguments commonly used for NOT granting credit to students who have completed work experience programs as: (1) Credit should be reserved for academic work, (2) The complexities of store experience defy objective grading, (3) Work experience and school experience are not always comparable.
Adm
Ph
157. L Pellegrine, T.J., "An Experiment in Occupational Training", School Executive, 71:57-60, May 1952.
11
S37
Vol 71
May 1952
Author: Teacher-Coordinator, William Penn High School, New School, New Castle, Delaware.
- Code: This article tells how a high school revised its curriculum to include vocational training, specifically D.E.. Administrative procedures are given and the curriculum time-table included. One teacher coordinated all areas for smooth operation.
Adm

158. HF Pellegrine, T.J., "Why Not individualize Instruction in
1101 Distributive Education?", Balance Sheet, 33:303-304,
B3 March 1952.
Vol 33 Author: Teacher-Coordinator, William Penn High School,
Mar 1952 New Castle, Delaware.
Code:
Meth The coordinator here is forced to individualize instruction
since his related class has Office and Diversified Occupa-
tion Coop students besides his D.E. Coop students. Students
are allowed to investigate topics they are interested in.
Examples stated.
159. HF Pierson, Theodore K., "Oregon Offers Vocational Education for
1101 the Distributive Occupations", Business Education Forum,
B86 6:32, 40; January 1952.
Vol 6 Author: Coordinator, Part-Training Program, Salem, Oregon.
Jan 1952
Code:
Adm A description of Oregon's vocational program including pol-
Val icies, evaluation, helps to students, and placement. Value
of the program in aiding students and country is given.
160. HF Swack, Harvey R., "Why High School Students Take Distributive
1101 Education", Business Education World, 32:326-327, Mar 1952.
B87
Vol 32 Author: Mansfield High School, Mansfield, Ohio.
Mar 1952
Code:
Ph A survey of all Ohio D.E. coop students to determine their
Val motives for taking the course. The replies were different
from those suggested by some critics -- wanting to get out of
school. The main reasons were to survey different places of
business and to get some work experience. The author suggests
that each teacher survey his own class to determine motives of
his class.
161. HF Beaumont, J.A., "Cooperative Education", American Business
1101 Education Yearbook, 10:379-404, 1953.
A65
Vol 10 Author: State Department of Public Instruction, Springfield,
1953 Illinois.
Code:
Adm A "How-to-do-it" program covering everything from student's
schedules to techniques for specific instruction. Responsi-
bilities of coordinator, differences between work experience
and cooperative education (chart form), teacher helps for in-
struction. Coordinating activities such as time, reports,
selection and placement, occupational information, counseling,
training station criteria, agreements, and follow-up. Very
complete article.

162. HF Cooper, Walter A., "Evaluating Effective Learning Through
1101 School-Business Cooperation", American Business Education
A65 Yearbook, 10:420-435, 1953.
Vol 10 Author: National Association of Manufacturers, New York.
1953
- Code: Coop programs can be evaluated by answering the following
Adm questions: (1) Did the coop experience bring the student
Cur closer to everyday living? (2) Did the experience create
interest in the commercial world? (3) Did the experience
provide up-to-date information not available in a book?
Nine more evaluation questions are asked.
163. HF Graham, Jessie and Claude Owen, "Report of U.B.E.A. Research
1101 Foundation Study on Work Experience in Business Education",
N25 National Business Education Quarterly, 21:56-71, Spring 1953.
Vol 21 Authors: Los Angeles City Schools.
1953
- Code: The study conducted to uncover problems and to discover cur-
Adm rent practices in work experience. 128 replies received
Ph from questionnaire. Problems such as type and purpose of
Cur program, student participation, placement, supervision,
teacher load, evaluation, pay, and many others are surveyed.
164. HF Horn, D.C., "Criteria for Individual Instruction", American
1101 Business Education Yearbook, 10:340-345, 1953.
A65 Author: Roosevelt High School, St. Louis, Missouri.
Vol 10
1953
- Code: Mr. Horn states that cooperative education allows for student
Adm differences by molding the curriculum to fit the individual.
Cur He shows how to get the most from the program. Excellent
Meth article with many examples.
165. HF Pellegrine, T.J., "Why Not Individualize Instruction in Dis-
1101 tributive Education?", American Business Education Yearbook,
A65 10:327-330, 1953.
Vol 10 Author: William Penn High School, Delaware.
1953
- Code: A discussion of the curriculum at the high school in New
Adm Castle. The students on coop have two related classes.
Cur (1) The coordinator discusses matters of general interest to
all students. (2) Students work on projects and materials
related to their career or occupational objective. A curri-
culum schedule is suggested.

166. HF Williams, Rae C., "Thirty-two Years in D.E.", Business Education World, 33:238, January 1953.
 1101
 B87
 Vol 33 Author: Omaha, Nebraska.
 Jan 1953
 A short historical resume noting the start on the program in 1920 and the development that occurred in the ensuing years. Satisfaction with the program in Omaha, Nebraska is stated.
 Code: Code:
 His
167. LC Andrews, Margaret, "How Much is Enough?", American Vocational Association Journal, 29:20-21, February 1954.
 1041
 A5
 Vol 29 Author: Consultant in Business Education, Minneapolis.
 Feb 1954
 The experience in Minneapolis suggests that a one semester work experience program is more advantageous than a longer period of time. The purposes and objectives of the program can be met within the shorter period of time effectively.
 Code:
 Adm
 Ex
 Ph
168. HF Andrews, Margaret, "Cooperative Work Students", Journal of Business Education, 29:329-330, May 1954.
 1101
 J69
 Vol 29 Author: Minneapolis Public Schools.
 May 1954
 A report on a follow-up study of Minneapolis coop graduates revealed that: (1) graduates were earning good salaries, (2) they were satisfied with their work and not contemplating additional training, (3) most felt experience in coop was helpful and (4) students do stay on job where placed as coop students -- those who leave do so for better salaries. Many other results given.
 Code:
 Adm
 Ex
 Ph
 Val
169. HF Bloomfield, Daniel, "Opportunities in Distributive Education", American Business Education, 11:71-74, December 1954.
 1101
 A64
 Vol 11 Author: Retail Trades Board, Boston, Massachusetts.
 Dec 1954
 The author discusses the demand for adequately trained personnel and greater job opportunities available. He shows that school-business cooperation is a must, advisory committees are essential, a comprehensive public relations campaign is necessary, and a better guidance service must be offered. D.E. coop must be sold in order that the program might expand.
 Code:
 Adm
 Ex
 Val
 Gu
170. HF Elam, Margaret and others, "In Distributive Education", American Business Education, 10:253-256, May 1954.
 1101
 A64
 Vol 10 Author: Supervisor of D.E., St. Louis, Missouri.
 May 1954
 Effective teaching for D.E. slow-learning students includes: sales demonstrations and their value, opportunities and suggestions in selling, providing concrete experiences and enriched instruction.
 Code:
 Meth

171. HF Humphrey, Katherine, "Problems of Teachers of Distributive
1101 Education Subjects", American Business Education, 10:152-
A64 153, March 1954.
Vol 10
Mar 1954 Author: Iowa State Teachers College, Cedar Falls, Iowa.
- Code: An outline of techniques most effective in recruitment of
Adm students. Develop good public relations, encouragement,
Ph present program in assembly, have special D.E. Community Day,
Val and many others. Questions of effective counseling, training
Gu materials, stimulated reading and employers responsibilities
Meth are all discussed.
172. HF Kindall, A.F., "Training Activities at Filene's", American
1101 Business Education, 11:83-84, December 1954.
A64
Vol 11 Author: William Filene's Sons Company, Boston.
Dec 1954
- Code: Only a part of this article deals with coop, but an interest-
Ex ing reference is made to the part this company had in pione-
His ering the cooperative education movement. A list of schools
which the company works with is given. Other forms of sup-
port such as career days, store tours, etc. are mentioned.
173. HF Krawitz, Myron J., "Getting Support", Business Education
1101 World, 34:32-33, February 1954.
B87
Vol 34 Author: D.E. Coordinator, Atlantic City, New Jersey.
Feb 1954
- Code: Atlantic City is a difficult place to operate D.E. because
Adm it is a resort area -- retailers reduce staff as school
Ex opens. School officials, local merchants and the Chamber of
Ph Commerce all met to draw up a program. As a result, interest
Val increased, guidance counseling became more effective, and the
Gu philosophical base rallied support.
174. HF Miller, Thomas E. and others, "Fundamental Problems in Dis-
1101 tributive Education", Business Education World, 34:19-20,
B87 June 1954.
Vol 34 Author: D.E. Supervisor, Pittsburgh, Pennsylvania.
June 1954
- Code: Twenty-three common problems in D.E. are listed with their
Adm possible solutions. Very informative for starting a new
program or improving an older one.

175. HF
1101
A64
Vol 11
Dec 1954
- Moran, Helen M., "The Boston Plan", American Business Education, 11:81-83, December 1954.
- Author: Coordinating Teacher, East Boston High School.
- The need for an adequate retail teaching center is presented. The advantages of Boston program and a brief history of coop development are given. Administrative mechanics of the program listed are: money earned, hours worked, positions, evaluation and diploma, credits. Some of the wide range of occupations are given.
- Code:
Adm
Ex
His
Val
176. HF
1101
B87
Vol 36
Sept 1955
- Brendel, LeRoy A., "Work Experience, At What Price?", Business Education World, 36:16-17, 31; September 1955.
- Author: Beverly High School, Massachusetts.
- Here the author cites twenty-one arguments against work experience in high school on the basis that it does not accomplish the desired ends and wastes time. He then renumerates eleven ways of giving adequate work experience and keep students in the classroom.
- Code:
Ph
Val
177. HF
1101
B87
Vol 36
Oct 1955
- Burlingame, Billings, "Improving D.E. Instruction Through State Supervision", Business Education World, 36:19-21, 40; October 1955.
- Author: New York State Department of Education.
- The author outlines history of D.E. in New York State and shows the State Supervisor's responsibility for supervision of old and promotion of new programs, teacher training, and curriculum. He gives steps in setting up new programs and planning course outlines and syllabi.
- Code:
Adm
Ex
His
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178. L
13
N27
Vol 39
Apr 1955
- Dunsmore, Kelley, "Work Experiences", National Association of Secondary School Principals, 39:189, April 1955.
- Author: Principal, North Muskegon High School, North Muskegon, Michigan.
- To fulfill the purpose of the high School -- meet the needs of youth and society -- a work experience is essential. The author explains the difference between work experience and cooperative education.
- Code:
Adm
Val
179. HF
1101
B3
Vol 37
Nov 1955
- Hampton, Robert E., "The Work Experience Training Program -- Its Need, Its Promotion, and Its Establishment", Balance Sheet, 37:102-108, November 1955.
- Author: Santa Rosa Junior College.
- A long detailed article best summarized by listing the headings: the objective of work experience program; the need for it on the part of students, employers and school; the needs of the community; the establishment of a program; survey guide; promotion; and advisory committee.
- Code:
Adm
Ph
Val

180. LC Hood, Arthur A. and others, "The Facts About Distributive
1041 Education", American Vocational Association Journal,
A5 30:13-14, April 1955.
Vol 30 Author: Vice President, Vance Publishing Co., Chicago.
Apr 1955

Code: The importance of Federal Funds (D.E.'s life saver), the ob-
Adm jectives of D.E. and how to implement these objectives are
stated by the author.
181. HF Mason, Ralph E., "What Makes a Successful Coordinator?",
1101 Business Education Forum, 9:16-17, April 1955.
B86
Vol 9 Author: Springfield Public Schools, Springfield, Illinois.
Apr 1955

Code: Qualifications for a good teacher are listed. A coordinator
Adm needs teacher qualities plus those of successful businessman.
Teacher training must include cooperative business experience
to give him same type of learning that he will be teaching.
Genuine desire is needed to help young people choose careers
in business.
182. HF Shultz, K.A., "Cooperative Business Education", American
1101 Business Education, 11:165-168, March 1955.
A64
Vol 11 Author: Director of Business Education, York, Pennsylvania.
Mar 1955

Code: A discussion of what cooperative education is and why it is
Adm needed. The question of student maturity for the coop expe-
Ph rience is handled. 15 values of the program are listed.
Val Advice to beginning schools include: survey the community,
meet school administration, select advisory committee, call
coordination and thinking meeting, select students, inspect
classes and training stations.
183. HF Andrews, Margaret, "Are We Capitalizing on the Guidance Values
1101 in Christmas Extra Classes?", Business Education Forum,
B86 11:27, 32; October 1956.
Vol 11
Oct 1956 Author: Consultant in Business Education, Minneapolis Public
Schools.

Code: A special training program was started in October for students
Adm in retail sales. Placement for Christmas sales period was not
Ex high the first year, but since, very favorable results have
His been attained. Appraisal responses of the students and ins-
Gu tructors are given. Also included, a brief history of the
Meth program.

184. LC Brown, Carl T., "50 Years of Progress in Distributive Educa-
1041 tion", American Vocational Association Journal, 31:57-59,
A5 December 1956.
Vol 31 Author: State Supervisor of D.E., North Carolina.
Dec 1956
- Code: Early history of D.E. is told starting with Lucinda Prince
Ph in 1905 and proceeding up through the Federal Government
His Acts. Teacher training, adult program, influence on sales
training and trade associations, growth of professional as-
sociations and D.E.C.A. are traced through the most important
developmental stages.
185. HF Chrismer, John M., "Cooperative Part-Time Programs in the
1101 Smaller Community", Business Education Forum, 10:14-16,
B86 April 1956.
Vol 10 Author: Nebraska State Department of Public Instruction.
Apr 1956
- Code: Nebraska has many smaller communities which cannot support a
Adm complete distributive education program. A part-time combi-
Cur nation of D.E. and trade and industrial training was found
to meet the needs. The author gives description of various
plans and the problems of combined programs are outlined.
186. HF Rosenwinkel, Howard and Arne Kowalzek, "Distributive Educa-
1101 tion and Consumer Education Classes Join Hands", Business
B86 Education Forum, 11:29-30, November 1956.
Vol 11
Nov 1956 Authors: Little Falls High School, Little Falls, Minnesota.
- Code: A proposal to combine the D.E. class and a consumer economics
Cur class to allow each to see the view of the other. D.E. class
Meth presented a sales demonstration with consideration given to
consumer information. Consumer class presented the consumer
position.
187. HF Severson, L.C., "How Teacher-Coordinators Rate Their
1101 Problems", Business Education Forum, 11:26, 28; Dec 1956.
B86
Vol 11 Author: San Diego City Schools, San Diego, California.
Dec 1956
- Code: A survey questionnaire sent to 61 teacher-coordinators of
Adm D.E. showed common problems were: maintenance of student
interest in related classwork, student loss of interest in
job, practical application of subject matter, lesson plann-
ing, finding and using aids and equipment, lack of supplemen-
tary materials, and evaluation.

188. HF Thomson, Lawrence T., "No Magic Formula for Cooperation",
1101 Business Education Forum, 10:9-11, April 1956.
B86
Vol 10 Author: Michigan State Department of Public Instruction.
Apr 1956

Code: Reports successes in Michigan with statistics listed. Out-
Adm lines history of development of D.E. in the state. Teacher
Ex in-service training improved cooperation. Advisory committees
His at state and local levels fostered better understanding.
189. LB Tyler, Henry T., Report of the Study of Work Experience Pro-
1029 grams in California High Schools and Junior Colleges, Bul-
C6 letin of the California State Department of Education, Vol
T9 25, #3, Sacramento, 1956.
1956

Author: Supervisor Vocational Education, California State
Department of Education.

Code: A study of the practices and programs in operation in Cali-
Adm formia. It includes problems, establishment and maintenance
Ex of the program, legal implications, recommendations. Also
Ph included are forms, definitions and recommended legislation.
His
Val
Cur
190. LC Beckley, Donald K., "Where Can D.E. Find More Students?",
1041 American Vocational Association Journal, 32:28, April 1957.
A4
Vol 32 Author: Director, Prince School of Retailing, Simmons
Apr 1957 College, Boston.

Code: Recruitment of students needs to take a broader view. For
Adm example; (1) Search out more jobs requiring skills, (2) Stress
retailing in general business courses, (3) Encourage more
students to take basic retailing courses, (4) Include store
executives on Career Day program.
191. HF Gradoni, John, "Conflicting Principles and Practices in Dis-
1101 tributive Education", Journal of Business Education, 33:
J69 October 1957-January 1958, 25-26, 76-78, 110-112, 167-169.
Vol 33
1957

Author: General Motors Institute, Flint, Michigan.

Code: A summary of thesis findings with emphasis on staff qualifi-
Adm cations, coordination activities, curriculum content, in re-
Ph lation to phases of a high school cooperative retail training
Val program. Some problem areas defined are: statement of aims
Cur and objectives, continuity of work experience, related class,
training station requirements, and many more.

192. HF Hager, Oswald M., "Distribution in Everybody's Business",
1101 Business Education Forum, 11:29-30, February 1957.
B86
Vol 11 Author: University of North Dakota.
Feb 1957

Distribution is not everyone's business, but it is the heart of our economy and demands increasing specialization to meet its needs. Schools can meet full potential of workers if proper objectives are defined, proper guidance offered, cooperative efforts in training at all levels, and research studies done.

Code:
Adm
Gu
193. HF Haines, Peter G., "When Learning Changes Behavior", Business Education Forum, 11:6, April 1957.
1101
B86
Vol 11 Author: Michigan State University.
Apr 1957

Because each trainee is different and his job-needs vary, a one-technique of teaching is not adequate. Individual instruction, however, is sadly neglected in D.E. programs across the country. Distributive training must meet and reflect diversities found in the field.

Code:
Cur
Meth
194. HF Haines, Peter G., "A Half-Century of Education for Distribution", Business Education Forum, 11:24-26, May 1957.
1101
B86
Vol 11 Author: Michigan State University.
May 1957

A definition of D.E. is given which is more encompassing than the commonly held narrow view of retailing sales courses. This broad view promotes three types of classes: coop, adult, and pre-employment. A brief historical account of the development of D.E. is included. Present statistics of enrollment and club activities are given.

Code:
Adm
His
195. HF Hartzler, F.E., "A Checklist for Retail Store Selling", Business Education Forum, 11:31-32, January 1957.
1101
B86
Vol 11 Author: Kansas State Teachers College, Emporia, Kansas.
Jan 1957

The checklist is offered to better sales training in the related class. A survey was made and a number of sales points identified for successful selling.

Code:
Cur
Meth
196. HF Hedish, Norma, "Illinois Students Interpret the Cooperative Training Program", Balance Sheet, 39:16-17, 21; Sept 1956.
1101
B3
Vol 39 Author: University of Illinois, Chicago, Illinois.
Sept 1957

A study is made to determine effectiveness of classroom related instruction, correlated with on-job training. The survey increased sales training in the classroom. Other administrative results are reported.

Code:
Adm

197. L
111
A6
#5
1957

Code:
Adm
His
- Hunt, DeWitt, Work Experience Programs in American Secondary Schools, U.S. Department of Health, Education, and Welfare, 1957.
- This book covers historical concept of work experiences, types of work experiences, essential considerations to implementation, staffing and financing, operational procedures, and an appendix listing reference books and periodicals from 1944 to 1954. Difference between general work experience and vocational work experience is stressed.
198. HF
1101
B86
Vol 11
Apr 1957

Code:
Adm
- Meyer, Warren G. and Margaret Andrews, "Given: Two Feet of Space, Result: A Distributive Classroom", Business Education Forum, 11:12-13, April 1957.
- Authors: University of Minnesota. Board of Education, Minneapolis, Minnesota.
- Very effective suggestions and illustrations given to solve problems of security and space in handling merchandise and special equipment in D.E.. Cost of plan is less than \$2000.00 and requires minimum of permanent features or distortions to the school plant.
199. HF
1101
B86
Vol 11
Mar 1957

Code:
Cur
- Rowe, C.D., "Individual Instruction for Distributive Education", Business Education Forum, 11:31, March 1957.
- Author: Algona Community School, Algona, Iowa.
- Shows need for individual instruction in the related class. Most teachers find individual instruction difficult because of varied plans and materials for so many areas. Mr. Rowe points out that there are study guides and merchandise manuals which ease the teacher's problems. He discusses one specific manual put out by the University of Texas.
200. HF
1101
B86
Vol 11
Apr 1957

Code:
Cur
Meth
- Stoner, J.K., "The Right Time, Place, and Price", Business Education Forum, 11:9-11, 13, April 1957.
- Author: State Teachers College, Indiana, Pennsylvania.
- "Telling is not teaching and listening not learning." The author used this motto in illustrating the marketing problem of getting the goods in the right place at the right time and at the right price. He presents a number of projects and activities that give the unit a dynamic dimension for the related class.

201. HF Baldwin, Leland, P., "Work Experience Education", Balance
1101 Sheet, 39:352-353, April 1958.
B3
Vol 39 Author: Regional Supervisor, State Department of Education,
Apr 1958 Sacramento, California.
- Code: Justification for work experience programs is offered. Rea-
Ph sons given: (1) help bridge gap between school and work,
Val (2) understand and meet employment standards, (3) helps teach
general education, (4) vocational guidance aspect, (5) facili-
tates movement from youth environment to adult culture, (6)
meets psychological need for independence, (7) personality
growth, and (8) helps students in other courses.
202. HF Beaumont, John S., "Changing Concepts of the Scope and Func-
1101 tion of Distributive Education", Business Education Forum,
B86 12:9-11, April 1958.
Vol 12 Author: U.S. Office of Education.
Apr 1958
- Code: The objectives of a D.E. program are: (1) to develop workers
Adm who can give intelligent and helpful service, (2) to develop
Ph greater job satisfaction, (3) to reduce business losses due
to inefficient employees. Distributive education is broaden-
ing to include restaurant industry, petroleum industry, agri-
culture business, insurance and risk-bearing business, real
estate, industrial sales.
203. HF Coghlan, Beth, "How to Work More Effectively with the Busi-
1101 ness Community", Business Education Forum, 12:33, Mar 1958.
B86
Vol 12 Author: Seattle City Schools, Seattle, Washington.
Mar 1958
- Code: A relationship with the business community works best if it
Adm is separate from the instructional process. Advisory commit-
tees help establish a good relationship. Advisory committee
members must be chosen carefully. Suggestions for committee
functioning are stressed and benefits from such a committee
are given.
204. HF Crum, Dwight R., "Coordinator's Notebook", Business Education
1101 Forum, 13:27-28, December 1958.
B86
Vol 13 Author: California State Department of Education.
Dec 1958
- Code: An "executive notebook" is proposed to help coordinators be
Adm more efficient by providing a ready reference. Sections in
the book might include: (1) school policies, (2) labor regu-
lations, (3) employer responsibilities, (4) student selection,
(5) evaluation criteria, (6) school forms, (7) helpful
charts, (8) training records, (9) appointment calendars, and
(10) handouts.

205. HF Elam, Margaret, "The Future of Work-Study Programs", American
1101 Business Education, 15:42-44, October 1958.
A64
Vol 15 Author: Supervisor of D.E., St. Louis, Missouri.
Oct 1958

Code: A brief discussion of the future of work-study programs. The
Adm importance of the economic outlook and how it would effect
work experience programs is given. Factors of a quality pro-
gram include meaningful classroom instruction, qualified
teachers, good work stations, positive school administrators.
206. HF Hutchinson, Richard R., "Problems of a Beginning Coordinator",
1101 Business Education Forum, 13:27-28, November 1958.
B86
Vol 13 Author: Watsonville Joint Union High School, Watsonville,
Nov 1958 California.

Code: Problems of a beginning coordinator are listed as: (1) at-
Adm taining others' cooperation, (2) selecting related instruc-
tional material, (3) selecting trainees, (4) selecting train-
ing positions, and (5) placing the trainee and post-placement.
Suggestions are given for each mentioned area.
207. HF Meyer, Warren G., "Changing Concepts of Distributive Educa-
1101 tion 1958", Business Education Forum, 12:6, April 1958.
B86
Vol 12 Author: University of Minnesota.
Apr 1958

Code: Distributive education is maturing as is evident from the
Ph amount of agreement of thinking. D.E. enjoys an advantageous
positions as liaison between business and education, but it
is difficult for teachers to maintain a sense of equilibrium
between the two. Continuous review of objectives and activi-
ties will facilitate this balance.
208. HF Miller, Thomas E., "A Short Guide to Distributive Education",
1101 Business Education World, 38:20, January 1958.
B87
Vol 38 Author: D.E. Supervisor, Pittsburgh, Pennsylvania.
Jan 1958

Code: Student placement is the key to a successful coop program for
Adm misplacement often results in failure. A teacher must check
Cur each job to see that it is a distributive job, it requires a
Meth minimum of fifteen hours, and it is within reasonable distance
from school. At least one conference per month with the em-
ployer is vital and visiting of student posts several
times is important. Suggestions for classroom helps are
stressed. A letter addressed to beginning students is printed
in full.

209. HF Moschel, Ralph C. and Roman, John C., "Cincinnati Uses the
1101 Business Approach to Sell Business Cooperative Program",
B3 Balance Sheet, 40:4-8, September 1958.
Vol 40
Sept 1958 Authors: Central High School, Cincinnati.
Supervisor of Business Education, Cincinnati.
- Code:
Adm A brief report is given regarding the development and status
Ex of coop in Cincinnati. The basis of evaluation and a copy
Val of a memorandum as given to the employer are shown in full.
210. LC Perreault, John, "In Virginia -- Career Candidates Get Jet
1041 Assist from D.E.", American Vocational Association Journal,
A5 33:12-13, November 1958.
Vol 33
Nov 1958 Author: Supervisor Adult Education, Richmond Public Schools,
Richmond, Virginia.
- Code:
Adm A follow-up study of D.E. graduates in Virginia. The survey
Ex showed (1) over half stay in distributive occupations, (2)
about 18% were married women, (3) 4% were taking advanced
training in college.
211. LC ---, "Distributive Education in South Carolina", American
1041 Vocational Association Journal, 34:14, May 1959.
A5
Vol 34
May 1959 Even though South Carolina does not have large cities, D.E.
coop has been very successful. More than half of the pro-
grams are in cities of 10,000 or less.
- Code:
Adm
Ph
212. HF Beaumont, John, "The Future for Distributive Education",
1101 Balance Sheet, 40:261-262, February 1959.
B3
Vol 40
Feb 1959 Author: U.S. Office of Education.
- Code:
Ph The following developments are cited: (1) Interest in careers
in distributive occupations is increasing as evidenced by en-
rollment and D.E.C.A. success, (2) Teacher training is on the
increase, (3) New developments are taking the program to
rural areas, (4) Research and experimentation are increasing,
(5) The rapid development of post-secondary high schools,
(6) The inclusion of services and other distribution fields
in the instruction.
213. HF Beaumont, John, "The Distributive Education Program Today",
1101 American Business Education, 16:70-74, 83, 128; Dec 1959.
A64
Vol 16
Dec 1959 Author: U.S. Office of Education.
- Code:
Adm A discussion of D.E., its scope, meaning, purpose, types of
Ph activities, and basic concepts. Different levels of coop pro-
Val grams and program content are outlined.

214. HF
1101
A64
Vol 15
Mar 1959

Code:
Adm
- Blanford, James T., "Problems of Teachers of Distributive Education", American Business Education, 15:144, March 1959.

Author: Iowa State Teachers College, Cedar Falls, Iowa.

A discussion of related instruction planned by teacher and employer, with student evaluation of his work and textbook material. "What to do with fired students" and the obligation to students when work load is heavy are also discussed.
215. L
11
H5
Vol 42
Mar 1959

Code:
Adm
Ph
Cur
- Donaldson, L.J., "Distributive Education Faces New Challenges", High School Journal, 42:218-224, March 1959.

Author: Western Illinois University.

A PhD study with conclusions as follows: There are more students going to college, including many D.E. students, therefore the coop part-time D.E. program can no longer be conducted for preparing workers for beginning positions only. The educational experience provided D.E. students by the high school must be aimed at a solid foundation for growth.
216. HF
1101
B86
Vol 13
Feb 1959

Code:
Adm
- Logan, William B., "Coordineering", Business Education Forum, 13:25-26, February 1959.

Author: Ohio State University, Columbus, Ohio.

The coordinator, being the key person in the coop program, must act as an engineer, planning activities in advance. A ten-point coordinator ratingscale is given: (1) Coordinator must be qualified, (2) His understanding of student and business needs determines leadership, (3) His related class must be interesting and challenging, (4) Students must meet certain minimum quality, and six others.
217. HF
1101
B3
Vol 40
Jan 1959

Code:
Ex
His
Meth
- Moran, Helen M., "Distributive Education in the Boston Public Schools", Balance Sheet, 40:211, 213, January 1959.

Author: Director of D.E., Boston.

Traces the history of D.E. in Boston and relates a cooperative Christmas venture in local stores.
218. LC
1041
A4
Vol 34
Sept 1959

Code:
His
- Naddy, Eleanor, "Distributive Education Moves Forward Fast", American Vocational Association Journal, 34:26, 44; September 1959.

Author: President of D.E. Section, W.V.A..

The history of D.E. development in the State of Washington is given. The program began in 1939 and has continued strengthening itself as time progresses.

219. HF Peart, Gilbert, "Survey of High School Graduates", Journal
1101 of Business Education, 34:338, May 1959.
J69
Vol 34 Author: Fresno City College, Fresno, California.
May 1959

Code: The results from a follow-up study of 95 graduates of Fresno
Adm D.E. coop program. Out of 70 returned, the survey showed 26
Ex were still working in distributive occupations, 19 were in
Val college, 10 were in trade and industry jobs, 10 were at home,
Cur and 5 were in the armed services. Salaries, values from coop
training, reasons for changing occupations, extent of use
training received, topics most helpful, topics that should be
added to curriculum, and an assessment of the club activities
are all reported. A list of recommendations is given.
220. HF Roman, John C., "The Ingredients of a Successful Distributive
1101 Education Program", Business Education Forum, 14:30,
B86 November 1959.
Vol 14 Author: City Schools, Cincinnati, Ohio.
Nov 1959

Code: Central High School's D.E. plan in Cincinnati really clicks
Adm with enrollment. An attractive brochure enriches what is said
Val by advisor and counselors. A cooperative work-school calendar
is prepared ahead and distributed with names of employers.
Advisory committees take part of credit for a successful
program.
221. L Young, G.P., "As Off to Work They Go", School Executive,
11 59:11-14, October 1959.
S37
Vol 59 Author: School Superintendent, Alamosa, Colorado.
Oct 1959

Code: The coop program at Alamosa, Colorado was established in 1935
Adm to help the student choose a vocational goal. Mechanics of
Ex the plan are given and duties of the coordinator are specified.
Ph Pictures of some of the students at work are found in the
His article.
Cur
222. HF Beaumont, John A., "Supply and Demand for Workers in Distribu-
1101 tive Occupations", Business Education Forum, 14:23, 27; May
B86 1960.
Vol 14 Author: U.S. Office of Education.
May 1960

Code: Distributive workers are divided into two categories: occupa-
Ph tional distribution, and industrial distribution. Specific job
titles are given. The author shows the future great demand for
workers in the field.

223. HF Bennett, William S., "Making Your Distributive Education
1101 Teaching Click", Business Education Forum, 14:29, May 1960.
B86
Vol 14 Author: Artesia High School, Artesia, New Mexico.
May 1960
Code: The author suggests that promotion of D.E. through a picture
Meth story will really add depth and excitement to your message.
Suggested areas are "What is D.E.?" and "Success Stories".
If you plan a picture series, read this article!
224. HF Deitz, James, "Salesmanship -- With Emphasis on Expression",
1101 Business Education Forum, 15:32-33, October 1960.
B86
Vol 15 Author: Los Angeles State College.
Oct 1960
Code: A sales class should be provided with practical instruction
Meth and ample practice in self-expression. Oral sales presenta-
tions should be given. Following are some methods of getting
students up in front of the class: (1) Tongue twisters, (2)
Commercials, (3) Me-talk -- about ones's self, (4) Magazine
reports, (5) Sales presentation, (6) How to, (7) Sales pre-
sentation repeated, (8) Speech introductions, (9) Grab-bag,
(10) Impromptu talks, (11) Sales presentation again, (12)
Campaign speech, (13) Topic of controversy, (14) New invention
sales speech, (15) Topic of choice.
225. HF Donaldson, LeRoy J., "Classroom Instruction and the Discipline
1101 of Distribution", Business Education Forum, 14:7-9, Apr 1960.
B86
Vol 14 Author: Western Illinois University, Macomb, Illinois.
Apr 1960
Code: The author is concerned with the questions of what to teach
Cur and how to teach it. The answers to both are given. Twenty-
Meth five class activities are listed.
226. LC Hudson, Maude A., "A New Approach to Coordination", American
1041 Vocational Associational Journal, 35:20-23, December 1960.
A5
Vol 35 Author: Supervisor of D.E. Service, Norfolk, Virginia.
Dec 1960
Code: The author promotes the concept of a student sponsor appointed
Adm by management (one to each student) and well oriented. The
sponsor is an older experienced worker, an essential liaison
between work and school with regard to D. E. coop goals and
problems.
227. HF Meyer, Warren G., "The Discipline of Distribution", Business
1101 Education Forum, 14:4, 17; April 1960.
B86
Vol 14 Author: University of Minnesota.
Apr 1960
Code: The field of D.E. is a discipline, not a methodology. D.E.
Ph is vocational education for the distributive occupations.
There is an interdependence between coop and D.E. for neither
is concerned with content only. The discipline, the plan of
operation, and the teaching methods go together and one must
not over-shadow the others.

228. HF Reich, Edward, "Distribution -- America's Greatest Economic
1101 Problem", Journal of Business Education, 35:292-294,
J69 April 1960.
Vol 35 Author: Central Commercial High School, New York.
Apr 1960
- Code: The importance of distribution to the economy and consumer is
Adm stressed. Capable students are needed to meet the demands of
Ph this dynamic field. Suggestions for curricula are given
Cur stressing development of imaginative thinking. Constant eval-
Meth uation of the program is urged and fewer schools with better
qualified teachers and equipment is seen as a necessary direc-
tion for future.
229. HF Samson, Harland E., "Coordination Practices and the Discipline
1101 of Distribution", Business Education Forum, 14:9-11,
B86 April 1960.
Vol 14 Author: Iowa State Teachers College.
Apr 1960
- Code: The author attacks the coordination problems of D.E. coop by
Adm defining coordination and listing the major duties. These
Cur include: community and school survey, advisory group work,
Meth interviews with prospective sponsors and employers, in-school
coordination, parent conferences, training programs, teaching
material development, visiting training stations, periodic
evaluation, and determining adult training needs. Some of the
more common tools of the coordinator are records, weekly re-
ports, written plans, work ratings, training profiles, assign-
ment sheets, curriculum reviews with advisory groups, end of
year conferences, field trips, and others.
230. HF Shotwell, H.D., "Effective Field Trips in Distributive Educa-
1101 tion", Business Education Forum, 15:39, 41; December 1960.
B86
Vol 15 Author: Kansas State Board for Vocational Education.
Dec 1960
- Code: Field trips are sometimes viewed as a nuisance or a holiday
Meth by teachers and students alike. However, a field trip can
refresh both teacher and class. Three reasons for field trips
are given: (1) to stimulate interest, (2) to clinch material
already taught, and (3) to be of service to the business com-
munity. Ideas for planning and follow-up are given.
231. L VanCleeef, Robert F, "Work Training", Virginia Journal of
11 Education, 53:26-29, May 1960.
V6
Vol 53 Author: Coordinator of D.E., John Marshall High School,
May 1960 Richmond, Virginia.
- Code: Historical development and growth of the program described.
Adm The coop experience is explained and its advantages given.
Ex The author describes the D.E., Diversified Occupations, and
His Vocational Office Training Coop programs at his school.
Val Guidance and coordination are stressed. Pictures included.
Gu

232. HF Chambers, George A., "Starting a Business -- A Project in Dis-
1101 tributive Education", Business Education Forum, 15:34,
B86 November 1960.
Vol 15 Author: Washington Community Schools, Iowa.
Nov 1960
- Code: A project is suggested as a summary or conclusion so that stu-
Meth dents will be able to put into practice some of the principles
they have been taught. The scope of the project is unlimited
in that it deals with starting a business. A good breakdown
of the project and areas of responsibilities are given.
233. L Henderson, Beecher, "Cooperative Occupational Education Clubs",
11 School and Community, 47:17, April 1961.
S314
Vol 47 The purpose and description of club activities are given. The
Apr 1961 club is limited to members who are in the coop program.
- Code:
Meth
234. HF Keith, Ray, "What a Complete Work Experience Program Involves",
1101 Business Education World, 42:18-22, September 1961.
B87
Vol 42 This program, in operation at Whittier, California, includes
Sept 1961 both work experience and coop. A brief history of the program
and personnel are given. A six phase program is used: (1)
Code: exploratory work experience, (2) released time, (3) pre-Christ-
Adm mas merchandising, (4) business visitation days, (5) "Your
Ex Schools in Action" -- full day of work experience, and (6)
His distributive education. Details of program are given with
Val pictures.
Gu
Cur
235. HF Rath, Patricia M., "The Parent in the Cooperative Program",
1101 Journal of Business Education, 36:208-210, February 1961.
J69
Vol 36 Author: State Board of Vocational Education, Springfield,
Feb 1961 Illinois.
- Code: One of the main distinctions between work experience and coop-
Adm erative programs in the parent conference. Mechanics of parent
Val conferences are given including where and when to hold them
and how to evaluate them.
236. L Tyler, Ralph E. and Annice L. Mills, "What is Cooperative
11 Education?", Education Digest, 27:38-39, December 1961.
E265
Vol 27 Although this article is addressed to the higher education
Dec 1961 level, it is applicable here because it has a brief history of
cooperative development and stresses the value of the "lap-weld"
between classroom theory and practical experience.
- Code:
His
Val

237. HF Wilson, Donald C., "The First Few Weeks of School for Distributive Education Students", Business Education Forum, 15:25, 27; February 1961.
1101
B86
Vol 15
Feb 1961 Author: Senior High School, Marshalltown, Iowa.
- Code: Careful "first few days" planning in D.E. coop is necessary.
Adm Since the students are on the job, they need to get off to a
Val good start, have proper attitudes, work hard and be willing.
Cur This calls for a careful orientation of the student on the part of the teacher. Student development and other advantages are given.
238. HF Abrahamson, Jack, "Career Development in the Distributive Education Classroom", Business Education Forum, 16:12-13, April 1962.
1101
B86
Vol 16
Apr 1962 Author: Bridgeton High School, Bridgeton, New Jersey.
- Code: To make career development the objective of the coop D.E.
Adm program, close relationship between related classes and the
Ph work station must exist. Career development can only be valid
Val if careful scrutiny is made of the training station. The related class must build a realistic image of work, a proper occupational perspective, and self appraisal. Work experience provides aspects of the job while the teacher promotes basic skills and knowledge needed.
Gu
239. HF Benson, Loren L. and Harold Toupin, "Counseling for Career Development through Distributive Education", Business Education Forum, 16:10-12, April 1962.
1101
B86
Vol 16
Apr 1962 Authors: Hopkins Public Schools, Hopkins, Minnesota.
- Code: Much of this article deals with the role of the vocational
Adm counselor, but relates to coop by stressing the fact that the
Ph program must not be a dumping ground but one of the helping
Gu students explore intelligently the world of work.
240. LB Bernard, Louise, "Out of School and Out of Work", Educational Executive's Overview, 3:32-35, July 1962.
2832
A1
087
Vol 3
July 1962 Author: Virginia State Supervisor of D.E..
- Code: This article attacks the stop-gap measures of The Area Redevelopment Act and The National Manpower and Training Act for using experience. Cooperative work programs are much more advantageous, claims the author. Planned work experience is particularly lauded over the "job for a job's sake" attitude. Suggestions to administrators for future efforts are given. Some history is also provided.
Adm
Ph
His
Va

241. HF Biggler, George S., "All for Work Experience", Business Education Forum, 16:32-33, May 1962.
1101
B86
Vol 16 Author: Kingston High School, Kingston, New York.
May 1962

Code: The values of the D.E. coop program are itemized. It is important that all students have jobs and that they know how to find them. Beginning orientation is important.
Adm
Val
242. HF Brady, William J. Jr., "Career Development Through the Club", Business Education Forum, 16:16, April 1962.
1101
B86
Vol 16 Author: Georgia State Department of Education.
1962

Code: A good club organization contributes to the career objectives by providing the necessary experiences to aid students to find themselves. The club then is an integral part and supplement to the classroom activities. Many club activities are suggested.
Adm
Val
Meth
243. LC Burchill, George W., Work-Study Programs for Alienated Youth -- A Casebook, Secomer Research Association, Inc., Chicago, 1962.
4801
B87
1962

Code: This book contains a number of cases illustrating communities where alienated youth problems have been attacked through work-study programs. Some of the problems illustrated include drop-outs, delinquency, slow-learners, hospitalized.
Val
SpC
244. HF Denny, Robert and Philip Cooper, "Expanding Distributive Education To Comprehensive Secondary Schools", Business Education Forum, 16:33-35, October 1961.
1101
B86
Vol 16
1961-62 Authors: North High School, Iowa.
Des Moines Technical High School, Iowa.

Code: A descriptive account of the curriculum scope and sequence at Des Moines. Three basic plans are available to the students with considerable opportunity for course selection. A brief history is also given.
Adm
Ex
His
Val
Cur
245. HF Dittamo, Gaetano E., "A Practical Beginning for a Program in Distributive Education", Business Education Forum, 16:26,
1101
B86
Vol 16 Author: Manchester Regional High School, New Jersey.
1961-62

Code: A successful way for getting materials and equipment to make a functional D.E. classroom is described. Classroom activities such as the school store, display programs are related.
Adm
Ex
His
Meth

246. HF Klaurens, Mary, "Career Development on the Distributive Job",
1101 Business Education Forum, 16:14-15, April 1962.
B86
Vol 16 Author: Catalina High School, Tuscon, Arizona.
Apr 1962
Code: Good coop programs give opportunities to explore various dis-
Adm tributive occupations to help formulate career plans. The
Ph program must provide career information, select training
Gu stations, and plan work experiences. The employers' role
must be articulated. Counseling is important for a successful
program.
247. HF Mason, Ralph E., "Effective Cooperative Business Education
1101 Programs -- Part I", Business Education Forum, 16:21, 23-24;
B86 February 1962.
Vol 16 Author: University of Illinois.
Feb 1962
Code: The importance of a coordinator's file stressed. It should
Adm include: statements of objectives for the D.E. program,
Ph criteria for selection of training stations, instruction
outlines, current lesson plans, club activities, advisory
committee membership and reference material, supplementary
teaching aids, copies of monthly coordinator's report and
program development plans. Each of these areas are discussed
and suggestions made.
248. HF Mason, Ralph E., "Effective Cooperative Business Education
1101 Programs -- Part II", Business Education Forum, 16:30-31,
B86 March 1962.
Vol 16 Author: University of Illinois.
Mar 1962
Code: The coordinator must keep a student file in order to have a
Adm successful coop program. The teacher should also keep a file
Val in which student application to enter program, letters of re-
commendation, personal data sheet, training station agreement,
student's weekly job report, rating sheets and student plans
for future growth. A detailed example is given as illustration.
249. HF Mayer, Forrest L., "Distributive Education and the Superior
1101 Student", Business Education Forum, 16:17, January 1962.
B86
Vol 16 Author: Alameda County State College, California.
1961-62
Code: The author contends that the subject matter is challenging
Adm enough for the best students. He suggests that research pro-
Cur jects and case studies be used to encourage these students to
Meth use their talent in this line.

250. HF Meyer, Warren G., "Career Development In Distributive Education", Business Education Forum, 16:5, April 1962.
1101
B86
Vol 16 Author: University of Minnesota.
1961-62

Code: An editorial stating that the focus on career development is the most significant change in high school D.E.. Career Development allows for greater sequence and scope in the D.E. curriculum.
Ph
251. LC Peterson, Allan L., "Distributive Education for the Wholesale Industry", American Vocational Association Journal, 37:26, November 1962.
1041
A5
Vol 37 Author: Chief Coordinator of Distributive Education, Utah State Department of Public Instruction.
Nov 1962

Code: Since a survey of business wholesalers revealed that new employees lacked basic talents and skills for the job, a cooperative program seemed the answer. The majority of the businessmen suggested the solution of setting-up a special coop program. It was taught at night. Advantages of coop stressed.
Adm
Ex
Val
252. HF Samson, Harland E., "Research in Career Development for Distributive Education", Business Education Forum, 16:17-19, April 1962.
1101
B86
Vol 16 Author: State College of Iowa.
1961-62

Code: A most comprehensive article that calls together the findings of research under a number of sub-headings such as: Occupational Choice, Distributive Occupations, Adolescent Values, Vocational Development, Creativity, Career Patterns, and some suggestions for research yet to be done.
Adm
Ph
Prep
253. LB Shupe, R.J., "A Question of Values: How High School Teachers View Cooperative Education", Office of Research and Publication, College of Education, Michigan State University, #14, 1962.
1028
M53
#14
1962

Code: Author: Waterford Township High Schools.
Val
Spc

A questionnaire and survey study in which 91 teachers responded to questions of effects of coop on students, student attitudes, citizenship, appearance, social acceptance, vocational plans, financial values, strengths and program weaknesses, effect of teacher degree, and others.

254. HF Tennyson, Wesley and Donald Blocher, "Career Development",
 1101 Business Education Forum, 16:7-10, April 1962.
 B86
 Vol 16 Authors: University of Minnesota.
 Apr 1962
 Code: This article deals with vocational guidance in helping students
 Adm choose a career. The cooperative method aids students develop
 Ph flexibility and proper attitudes. Programs must be broad
 Val enough to allow observation, try-outs, and discussions.
 Gu First-hand experience is supplemented with reading and other
 activities.
255. LC Dannenberg, Raymond A., "Programmed Instruction for Distri-
 1041 butive Education", American Vocational Association Journal,
 A5 38:27-28, April 1963.
 Vol 37 Author: Teacher Educator, Distributive Education, Western
 Apr 1963 Michigan University.
 Code: A discussion of the possible use and the implications for the
 Adm teacher in using programmed instruction in the related D.E.
 Meth class.
256. L Editorial Report, "Expansion of Cooperative Education", School
 11 and Society, 91:102, February 1963.
 S36
 Vol 91 Deals mainly with the coop program at the higher education
 Feb 1963 level, but is interesting in that a brief history is given,
 growth factors referred to and a list of advantages of coop
 are specified. Expansion efforts are predicted.
 Code:
 Ph
 His
 Val
257. HF Englund, Frederick W., "Double EE, Educational-Employment
 1101 Program", Journal of Business Education, 38:283-284,
 J69 April 1963.
 Vol 38 Author: Carson Pirie Scott and Co., Chicago, Illinois.
 Apr 1963
 Code: The coop program described here is experimental in Chicago
 Adm dealing with high school drop-outs as well as some adults.
 Ex The students worked half time and took related classes. New
 Ph methods are briefly described including some description of
 His the projects used.
 Val
 Spc

258. HF Jimerson, Hallie C., "Name It! Rate It! Your Next Contest",
1101 Business Education Forum, 18:19, November 1963.
B86
Vol 18 Author: Washington High School, Arizona.
Nov 1963
Code: Here the advantages, problems, and suggestions for a coming
Adm conference of D.E. students are given. The conference is to
Ex take place in Arizona. Proper planning and standards for
Val contests are essential.
Meth
259. LC Logan, Otto L., "This I Believe About D.E.", American Voca-
1041 tional Journal, 38:10-11, 23; December 1963.
A5
Vol 38 Author: D.E. Supervisor, Washington State Board for Voca-
Dec 1963 tional Education.
Code: Very little of the article deals with coop. The author feels
Ph that D.E. will make an increasingly larger contribution to
His the field of vocational education. He points to an enlarged
Val program going beyond the present coop and looks for a better
public image.
260. LC Samson, Harland E., "Distributive Education Past and Future",
1041 American Vocational Association Journal, 38:7, Dec 1963.
A5
Vol 38 Author: State College of Iowa.
Dec 1963
Code: A short editorial comment regrading the maturing of the D.E.
Val field. He looks for a broadening of the program with an ac-
companying contribution to society.
261. HF Scholnick, Arnold H., "Distributive Education 1970", Business
1101 Education World, 44:1, 13-14, 36; 44#2, 28-30; 1963.
B87
Vol 44 Author: Thomas Jefferson High School, Brooklyn, New York.
Nov 1963
Dec 1963
Code: The author predicts that the coop part of distributive edu-
Adm cation will expand because of the unique advantages that this
Ph type of experience can offer.
Val
262. HF Arnold, Cecil B., "How D.E. Contests Benefit Businessmen",
1101 Business Education World, 44:20-21, 33 April 1964.
B87
Vol 44 Author: New York Sponsor, Distributive Education Clubs of
Apr 1964 America.
Code: Not directly concerned with coop but an important point is
Val made: D.E.C.A. contests help broaden a student's understand-
Meth ing of the world of work and will add to and reinforce the
student's work experience.

263. LC Applegate, Harry A., "D.E.C.A. Prepared for New Challenges",
1041 American Vocational Association Journal, 39:22-24, March
A5 1964.
Vol 39 Author: Executive Secretary. D.E.C.A. Inc..
Mar 1964
- Code: This article presents the goals, purposes and activities of
Meth D.E.C.A.. It relates to coop only in that it gives the coop
student membership in the club.
264. LC Bryan, Gerald O., "Instead of a Job, Give Students a Career",
1041 American Vocational Association Journal, 39:32-33, October
A5 1964.
Vol 39 Author: Catalina High School, Tucson, Arizona.
Oct 1964
- Code: Learning by doing is a recognized educational principle.
Adm Coop has many advantages and some weaknesses. One weakness
Ph is the nature of specific and uncoordinated learning. The
Val weakness is multiplied because the student is only enrolled
Meth in the program for one year. The coordinator is given some
suggestions to help overcome the weaknesses.
265. HF Beaumont, John A., "Preparatory Education for Careers in
1101 Distribution", Business Education Forum, 18:7-9, Apr 1964.
B86
Vol 18 Author: U.S. Office of Education.
Apr 1964
- Code: The author notes the forces that lead to the establishment of
Adm the Vocational Act 1963. One result of the Act is the pro-
Cur vision for the establishment of preparatory classes. Criteria
Prep for such classes is given.
266. L Beaumont, John A., "Distributive Education", Education,
11 85:221-227, December 1964.
E2
Vol 85 Author: U.S. Office of Education.
Dec 1964
- Code: A basic informative article answering the following questions:
Adm What is D.E.? What occupational areas are served by D.E.?
Val What basic understandings are essential in a D.E. program?
Cur How is the program organized? Coop is the main method of
Spc gaining student participation with businesses. Simulated ex-
periences in the classroom are also suggested.

267. Not in MSU Library 1964
Deuel, Regis P., "The 1960's in Distributive Education", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 48-55.
Author: State University of New York at Albany.
Code:
Meth Case study -- an excellent instructional method. A case is more complex than problems because it contains a number of problems with interactions that give the case its vitality. An example is cited and the author emphasizes teacher-student relationship showing that the problem-solving technique employed is more important than one correct answer.
268. HF 1101 B86 Vol 18 Feb 1964
Erlandson, Gary, "Advertising -- A Study in Creativity and Depth", Business Education Forum, 18:24, February 1964.
Author: United Township High School, Illinois.
An excellent method of handling the advertising unit is suggested. Two new products are used and students, after having been taught the basic subject concepts, develop advertising campaign to promote the products.
Code:
Cur
Meth
269. Not in MSU Library 1964
Gillespie, Karen R., "Dynamic Dimensions of Salesmanship Today", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 40-47.
Code:
Meth A description of salesmanship and importance of the selling job in our economy. The author stresses instructional method by using a multiple role-play. The role-play is simple, lively, requires few properties and could be performed in any class.
270. HF 1101 B3 Vol 45 Mar 1964
Hackett, Beverly, "Let the Employer Be a Teaching Colleague", Balance Sheet, 45:298-299, March 1964.
Author: Leydon High Schools, Franklin Park, Illinois.
A number of suggestions are given to make the coop learning situation a successful one. Support of coop by employer is imperative and ideas for making him a teaching partner are given.
Code:
Adm
Val
271. HF 1101 N25 Vol 33 Dec 1964
Haines, Peter G. and others, "Technical Content Competencies Needed by Teachers of the Distributive Subjects", National Business Education Quarterly, 33:38-49, December 1964.
Author: Michigan State University.
Code:
Adm
His
Cur A survey study concerned with professional competencies of teachers for teaching marketing and related fields in high school. Eight pages of material and corresponding teacher responses are offered. Also shows D.E. enrollment as 46,000 and secondary subject enrollment as 200,000 with marked increase expected with V.E.A. of 1963.

272. HF Haines, Peter G. and Brendan G. Coleman, "How High School
1101 Cooperative Trainees Fare in the Labor Market", National
N25 Business Education Quarterly, 33:23-24, October 1964.
Vol 33
Oct 1964 Authors: Michigan State University.
- Code: A statement of findings with regard to the effectiveness of
Adm the coop program. (1) Cooperative trainees fare well in the
Val labor market. (2) Employment is obtainable quickly and re-
sidual unemployment is low. (3) Large numbers of students
are still working with original employer. (4) About 1/5 of
trainees had entered college. Many other findings are
discussed.
273. HF Hartzler, F.E., "The Three Stages of Distributive Education",
1101 Journal of Business Education, 39:289-290, April 1964.
J69
Vol 39
Apr 1964 Author: Kansas State Teachers College.
- Code: The development of distributive education was in three
Ph periods: (1) the pre-war was job oriented; (2) career
His oriented; and (3) characterized by the body of knowledge to
be taught. Prior to third era, D.E. was merely a method, but
now is a distinct body of knowledge, which will eventually
decrease the work-experience emphasis.
274. LB Mason, Ralph E., "New Directions in the Preparation of Dis-
1670 tributive Personnel", National Business Education Associa-
A1 tion Yearbook, pp 195-212, 1964.
N3
#2
1964 Author: University of Illinois.
- Code: In order to meet the increasing demand for D.E. personnel,
Adm schools must increase program offerings. Programs should be
Ph expanded for the following areas: pre-cooperative, youth
Val with special needs, drop-outs, cooperative, post-high, out-
Gu of-school youth and adults. Various other course directions
Cur are suggested and ideas within each of the above areas are
Spc given.
Meth
275. HF Meyer, Warren G., "A New Era in Distributive Occupations",
1101 Business Education Forum, 18:6, April 1964.
B86
Vol 18
Apr 1964 Author: University of Minnesota.
- Code: In the past, D.E. has done a good job with coop, but there
Adm has been little preparatory work done. With the passing of
His the Vocational Education Act of 1963 distributive education
Prep teaching assumes a new role. Some fear that the program will
be watered down while others feel that it will see a larger
expansion and become a more comprehensive field.

276. LC Meyer, Warren G. and others, "Some Challenges to Distributive
1041 Education", American Vocational Association Journal, 39:21-33,
A5 39:21-22, 37; February 1964.
Vol 39 Author: University of Minnesota.
Feb 1964
- Code: Six panel members in a panel discussion of the distributive
Adm education field. Each member gave valid convincing statements
Ex of the existing program and good ideas of improvements and
Ph future directions the program must take.
Val
Spc
277. HF Meyer, Warren G. and Harold O. Toupin, "A Career in the Dis-
1101 tributive Occupations", Business Education Forum, 18:12-14,
B86 January 1964.
Vol 18 Authors: University of Minnesota. Hopkins Senior High School.
Jan 1964
- Code: The nature of entry jobs, the number available, specific ex-
Adm amples of jobs, salaries possible, and preparation needed are
Val all dealt with. The article shows tremendous opportunity
awaiting D.E. graduates.
278. L Reeve, Claudia, "Work-Study Programs: An Integral and Re-
11 vitalizing Part of High School Curriculum", Journal of
C28 Secondary Education, 39:38-42, January 1964.
Vol 39 Author: Supervisor for Work Experience Program at Norte
Jan 1964 Vista High School, California.
- Code: Advantages of a work experience are clear, but the formality
Adm and rigidity of a D.E. coop program are disliked. The author
Ph advocates a turn to the less rigid work-experience where any
Val student in the school might find a job to enforce his in-
school learning. Suggestions are given for a successful
program.
279. HF Samson, Harland E. and David A. Thompson, "High School Pre-
1101 paratory Education for Careers in Distribution", Business
B86 Education Forum, 18:10-12, April 1964.
Vol 18 Authors: University of Wisconsin, Texas Education Agency.
Apr 1964
- Code: The terms cooperative and preparatory are defined and their
Adm relationship stressed. Plans for preparatory class organiza-
Prep tion are given. Special efforts are necessary to educate
school administrators and counselors for this new program.

280. HF Trimpe, Adrian, "The Industry Tour -- A Motivating Force",
1101 Business Education Forum, 18:22, March 1964.
B86
Vol 18 Author: Western Michigan University.
Mar 1964
The author suggests that early in the student's program a tour of industry is important to create enthusiasm and give the work a sense of realism to help formulate a realistic career objective. The tour should follow the complete processing through from raw material to the finished product. The course is a credit course required of all students.
- Code:
Adm
Val
Ph
Cur
Meth
281. HF Beaumont, John A., "Distributive Education and the Vocational
1101 Education Act of 1963", Business Education Forum, 19:5-7,
B86 April 1965.
Vol 19 Author: U.S. Office of Education.
Apr 1965
The 1963 Act opens the way for D.E. coop to serve youth of all abilities, post-high school, and adults. Classes can also be expanded to include those not employed. Broader and more diversified programs must be developed to meet the wide range of needs. More than ever the emphasis will be on high quality.
- Code:
Adm
His
Val
282. L Fernandez, George, "Project: Vocational Education", Journal
11 of Secondary Education, 40:65-68, February 1965.
C28
Vol 40 Author: Principal, Cupertino High School, California.
Feb 1965
A proposed "community classroom" project to cure some of our social ills such as drop-outs, unemployment, unskilled. The article, not directed specifically to D.E., shows the "Community classroom" concept as a coop experience and an observation problem-solving method. The specific educational objectives are given but the mechanics are discussed only in general terms.
- Code:
Adm
Ex
Ph
Val
283. HF Jimerson, Hallie C., "Attitude Can Be Modified By Planned
1101 Teaching", Business Education Forum, 19:22, 25; Jan 1965.
B86
Vol 19 Author: Washington High School, Phoenix, Arizona.
Jan 1965
The coordinator is admonished to work at changing student attitudes during the related class experience. Suggestions are given regarding how to do it. Only indirectly related to coop.
- Code:
Adm
Meth

284. LD Mason, Ralph E. and Peter G. Haines, Cooperative Occupational
1029 Education and Work Experience in the Curriculum. The
C6 Interstate Printers and Publishers Inc., Danville, Illinois,
M3 1965.
1965
Authors: University of Illinois, Michigan State University.
Code:
Adm This textbook, comprehensive and complete, gives the historical
Ph development of the cooperative movement, the impact of
His federal acts, types of programs, differentiation between work
Val experience and cooperative programs, the mechanics and unique
Cur characteristics of coordination, suggestions for effective
Meth related classes, and the institution of student clubs.
285. HF Palmer, G.D. "Let's Keep Distributive Education Vocational",
1101 Business Education Forum, 20:23-24, December 1965.
B86
Vol 20 Author: Montana State University.
Dec 1965
Code:
Meth Since the Act of 1963 many preparatory classes have been instituted. A survey showed that very poor teaching is being done in these classes. Since coop cannot be a part of this program, better methods must be examined such as the project method. Different kinds of projects are given: dramatic situation, research, and work observation.
286. HF Swanson, Chester C., "Distributive Education -- A Qualitative
1101 Analysis", Business Education Forum, 19:8-9, April 1965.
B86
Vol 19 Author: University of California, Berkley.
Apr 1965
Code:
Adm The author suggests the present cooperative schoolwork programs be greatly expanded. One problem is attaining trained
Ph teachers and coordinators to improve the quality of the program. A direct course of action is outlined.
Val
287. HF Syheman, William D., "The Expanding Role of the Distributive
1101 Education Curriculum", Business Education Forum, 20:21-22,
B86 November 1965.
Vol 20 Author: University of Washington, Seattle.
Nov 1965
Code:
Adm The impact of the 1963 Act is shown and the D.E. curricula of
Ex Washington and Virginia are broadening to meet it. The two
Ph curricula are diagrammed for the reader. Classification of
Cur subject matter falls under three headings: entry job, career job, and specialist job. Coop is only part of the expanded program.

288. HF Warmke, Roman F., "Distributive Education at the Crossroads",
1101 Business Education Forum, 19:5, April 1965.
B86
Vol 19 Author: University of Minnesota.
Apr 1965

Code: Distributive education is now "in" but must change with the
Adm Act of 1963 by broadening the scope and curriculum sequence.
His The coop approach has served well, but other methods must also
Val be adopted. D.E. educators must accept change and resposi-
bility for new developments.
289. HF Campbell, Broy S., "Distributive Can Thrive in the Production-
1101 .Oriented Community", Business Education Forum, 20:23,
B86 March 1966.
Vol 20 Author: Greenwood High School, Greenwood, So. Carolina.
Mar 1966

Code: A short article showing the success and growth of the D.E.
Ex program in Greenwood. A background of the community is given
His and its subsequent support of the school D.E. program.
Val
290. HF Ely, Vivian King, "Development of an Expanded Distributive
1101 Education Curriculum Concept in Virginia High Schools",
B86 Business Education Forum, 20:14-16, 24; April 1966.
Vol 20 Author: Richmond Professional Institute, Richmond.
Apr 1966

Code: In order for D.E. to make substantial contributions, it must
Adm expand the program to meet the changing society. A possible
Ex curriculum program is given in way of illustration of Virgin-
Ph ia's plan. Coop is only part of the expanded plan. Efforts
His made to develop a philosophy and theory of D.E.
Val
Cur
Meth
291. HF Houstman, James, "Selling the Brand Name 'D.E.'", Business
1101 Education Forum, 2:22-23, May 1966.
B86
Vol 20 Author: Washington High School, Washington, Iowa.
May 1966

Code: This article tells how Washington High School carried on a
Adm very effective public relations job with the community. The
Ex students worked through their employers on promotion and
Meth advertising.

292. HF Meyer, Warren G., "Patterns for Distributive Occupations
1101 Curriculum Organization", Business Education Forum, 20:5-9,
B86 34; April 1966.
Vol 20 Author: University of Minnesota.
Apr 1966
- Code: D.E. curriculum development is on the eve of investigation
Adm and action that will help the student evaluate himself, form
His realistic career goals, and make satisfactory occupational
Val adjustments. Very astute assessment of past experience and
Cur a capable look at future for the whole scope of D.E.
293. HF Nelson, Edwin L., "A Conceptual Framework for Curriculum De-
1101 velopment in Distributive Education", Business Education
B86 Forum, 20:10-13, April 1966.
Vol 20 Author: U.S. Office of Education.
Apr 1966
- Code: D.E. has been thought of as a method, but now it is developing
Adm into a discipline. D.E. as a program and a discipline is dis-
His cussed. Cooperative method is now seen as a method in a total
Val program. A possible total program is diagrammed. Patterns
Cur for analysis of job competencies are spelled out.

SECTION TWO

PROJECT METHOD

Number of Articles Reviewed by Year

1896	--	1
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1918	--	2
1919	--	2
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1921	--	6
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1923	--	1
1924	--	6
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1927	--	2
1929	--	5
1930	--	3
1931	--	2
1932	--	1
1938	--	1
1939	--	3
1940	--	3
1941	--	1
1942	--	1
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1947	--	2
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1949	--	5
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1955	--	1
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1967	--	1

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Description of Code Categories as Found With Each Article

1. Clar.--Clarification: This category includes those articles which attempt to define, specify, or describe what the project method is, and/or what might be considered a project. Included in this category are many articles which attempt to design a system by which projects may be classified.
2. Cur.--Curriculum: This category includes those articles discussing the development of courses or series of courses or periods of instruction in which the project method is being used or considered.
3. Ex.--Example: This category includes any article which gives an example of a project or how the project method might be used.
4. His.--History: Articles included in this category include some remarks as to the early history or development of the project method.
5. Phil.--Philosophy: This category includes those articles which in some way attempt to answer the question "Why the project method?" Articles having this classification deal with the application of the project method to educational principles.
6. Res.--Research: This category includes those articles which were based on specific research, or which mentioned specific research being done in which the project method was in some way related to the topic.
7. Val.--Value: This category includes those articles stressing the advantages of a specific project or the method in general. Articles included within this category are of promotional nature. They extol the advantages and benefits of the project method.

1.

Hays, W. M., "Methods of Instruction in Teaching Agriculture," U.S. Department of Agriculture, Office of Experiment Stations Bulletin # 30, 1896, pp. 37-39.

Code:

His

Ex

Mr. Hays presented this paper to the American Agricultural Colleges and Experiment Stations at the Ninth Annual Convention. His paper was one of a series of three devoted to the topic "Methods of Instruction in Teaching Agriculture."

A discussion of all the methods used by Mr. Hays in teaching his agriculture classes. Only some of the methods are applicable to the project method. He makes several statements which are suggestive of the project method: "...Each student presents a plan of either his father's or his own farm. If the erection of a barn or other building is contemplated by the owner of the farm, the details of what is wanted are brought to the drafting room. The building is located on the student's plot of farm, and together the teacher and the student work out a practical building, and then the student makes working drawings."

Hay's second mention of a project reflects the idea of a group project: "The students are taken in groups of about five and each group manages the meat house for a week at a time...."

2. L

11

.S36

Sneeden, David, "The Project as a Teaching Unit," School and Society, 4:419-423, September 16, 1916.

Code:

Cur

An analysis of the different divisions and subdivisions used to form teaching units. The author points out that agricultural education has used the project as a unit. He felt that projects should by themselves compose units. The article includes the author's own four-point definition of the term "projects."

3. L

11

.E6

Branom, M. E., "The Value of the Project-Problem Method in Elementary Education," Elementary School Journal, 18:618-622, April, 1918.

Code:

Val

Phil

A discussion of the advantages of the project-problem method of instruction. Nine definite advantages are listed.

4. L
11
T4

Kilpatrick, W. H., -----, Teacher's College Record, 19:319-335, September, 1918.

Code:
Val
Cur

A discussion of Kilpatrick's definition of the term "project:" "...A purposeful act carried on amid social surroundings."

In this article, he attempts to clarify the concepts underlying the project method and also suggests that this concept should be accepted in our educational thinking.

A very comprehensive analysis of the value and worth of the method. It clearly puts forth Kilpatrick's point of view on the project method.

5. L
11
.S36

Snedden, David, "The New Type of School for Farming," School and Society, 10:281-284, September 6, 1919.

Code:
Ex
Val
Clar

A discussion of the use of the home project method as used in agricultural education. The discussion points out how the method works and what is to be expected from the use of such a program.

6. L
11
E6

Parker, Bertha M., "Sixth Grade Science Project," Elementary School Journal, 20:297-307, December, 1919.

Code:
Ex
Val

A discussion of several sixth grade projects and how the teacher can utilize them in the teaching of science.

7. L
11
S36

Ruch, G. M., "Contributions to the Psychology of the Project," School and Society, 11:386-388, March 27, 1920.

Code:
Val
Clar

Mr. Ruch discusses the various definitions of the term "project." He discusses the definitions and identification systems of D. Snedden; J. C. Moore; and J. A. Fandall. His conclusion is a discussion of the common elements of the above men's definitions. He uses the common elements to draw up his own definition.

8. L Davis, Elizabeth, "An Inquiry into the Nature of
11 the Project-Problem," School and Society,
S36 12:346-348, October 16, 1920.
- Code: A discussion of what is meant by "project," "problem,"
Clar "project-problem," and "problem-project." The author
lists what she has found to make up a problem and
what she has found to make up a project. Her dis-
cussion then centers around the question as to
whether there is any difference between problem-
projects and project-problems.
9. L Horn, Ernest, "What is a Project?" Elementary
11 School Journal, 21:112-116, October, 1920.
E6
- Code: Mr. Horn discusses "What is a project?" He points
Clar out that there has been a great deal of confusion
Res as to the definition of this term. He includes
Phil responses to this question from 120 teachers. From
these, he comes to a common usage definition.
10. LB Lull, H. G., and Wilson, H. B., "The Redirection
1607 of High School Instruction, Chicago, J. B.
.L8 Lippincott, 1921, pp. 91-135.
- Code: One entire chapter is devoted to the subject,
Ex "Project problem instruction." Included is their
Val definition of project instruction, a discussion of
Phil the procedures to be used in project-problem
instruction, and some examples of problem projects
in eighth grade geography.
11. LB Meriam, J. L., Child Life and the Curriculum,
1570 Chicago, World Book Co., 1921, pp. 373-377.
.M4
- Code: Discusses the use of the project in the elementary
Ex grades. Includes a list of possible projects.
Val
12. LB Wells, Margaret E., A Project Curriculum, Chicago,
1027 J. B. Lippincott, 1921.
.W4
- Code: This book deals with the project as a means of
Cur organizing the curriculum of the elementary school.
Val The interpretation Dr. Wells has made about the
Phil project method is that one project should be selected
for each grade. This project should be large enough
to provide a basis for that grade throughout the year.

13. Stark, W. O., "Problem of Discipline in the Project Method of Learning," Education, 41:310-311, January, 1921.

Code:
Val

This author points out how the project method of instruction hinges on the interest of the student, thereby removing most problems of discipline. Mr. Stark states that if the teacher is firm, makes rules and enforces them fairly, the project method minimizes discipline problems.

The author states, "If the teacher will vitalize the work by means of the project method, appealing to the interest of the boys, the problems of discipline will be few."

14. L
11
S36
- Ruediger, W. C., "Projects and the Project Method," School and Society, 14:240-243, October, 1921.

Code:
Phil
His
Val
Clar

A thorough discussion of the differences between the term "project" and the term "project method." The author discusses what he believes in regard to other authorities in the field--Stevenson and Kilpatrick.

The author suggests that much of the pedagogical vagueness concerning "project" or "project method" has come about because the two terms have not been differentiated.

15. L
11
N25
- Stockton, J. Leroy, "The Project, Work, and Democracy," Journal of the N.E.A., 11:181, November, 1921.

Code:
Phil
Val

An analysis of the project method as a method of instruction, as a subject of instruction, and as the relationship it holds to work and democracy. Stockton states that the project method has grown directly out of the application of psychology to education.

When he moves to the area of the project as a subject of instruction, Stockton's remarks are in regard to the project and manual training. He states, "...the central element in project work, considered either as a method or as a subject, is and always has been, self education through self activity.

In the discussion of the project and democracy, the author points out that if the project method can result in people developing the correct attitudes toward work, then people can be called true democrats.

16. Edgerton, A. H., Industrial Arts and Prevocational Education in Intermediate and Junior High Schools. Milwaukee, Wisconsin; Bruce Publishing Co., p. 75. 1921.
- Code:
Ex
Res
- This book includes a brief discussion of a study concerning the use of the project method in industrial arts. Included also is a discussion of various projects.
17. L
11
.N25
- Charters, W. W. "The Limitations of the Project," Journal of the N.E.A. January, 1922, p. 17.
- Code:
Phil
Val
Cur
- This was one of a group of papers on the project method read at the meeting of the Department of Elementary Education at Des Moines, Iowa, July 5, 1921.
- Article deals with the definition given a project at that time--"...The project is a purposeful act."
- The author writes about the project method in relation to the curriculum, rather than as a method of instruction. It provides "...abundant possibilities of motivation." It still has serious limitations which some educators have failed to recognize.
18. L
11
.E5
- Horn, Ernest L., "Criteria for Judging the Project Method," Education Review, February, 1922, pp. 93-101.
- Code:
Phil
Val
- This article does two things. First, it clarifies the differences which result from the many attempts to define "project method." Second, it establishes a criteria with which one may judge the value of the different procedures (called projects or the project method), which are being used in classes.
19. LB
1598
I5
- Hillard, C. B., "Individual Projects Made on the Group Method Plan," Industrial Arts Magazine, August, 1923, pp. 305-306.
- Code:
Ex
- A discussion of the following problem: At the beginning of the school year, Mr. Hillard had more students than he had time to teach. He had previously used the project method, under which each boy worked on an individual project. However, due to the large size of his class, this would now be impossible.

Hillard found a solution: "The method finally hit upon is a combination of both the individual project and the group method plan. Under this plan each boy is assigned to operate a certain machine or do some other specialized task for all the members of the class, for a week. The pupils who do not have assigned work busy themselves on their projects, and those who are on assignment can use their spare time on their projects."

20. LB
1570
.B65

Bonser, F. G., The Elementary School Curriculum, New York; the MacMillan Co., 1924, pp. 58-59.

Code:
Val

Discusses the project method as it is used in the elementary grades. His support of this method is pointed out on page 58, where he states, "These life projects whose value the children at once appreciate and in which they engage with enthusiasm, the need for the various means or tools used in carrying on these interests is literally forced upon them--not by the teacher, but by the situation."

21. LB
1027
.M25

McMurry, C. A., Teaching by Projects, New York; The MacMillan Co., 1924.

Code:
Cur
Ex
Clar
Val
His
Phil

Table of Contents:

- I. Projects in the School
- II. Examples of Complete Projects
- III. The Significance of Projects as Large Units of Study
- IV. The Enlarged Object Lesson or Project and its relation to the Learning Process
- V. Three Important Principles Put to Work Under Right Conditions
- VI. A Growing Tendency to Adopt Large Projects as Study Units
- VII. Simplifying Studies on the Basis of Large Projects

22. 630.7
S351n

Schmidt, G. A., New Methods in Teaching Vocational Agriculture, New York; The Century Co, 1924.

Code:
Ex
Phil
Val
Clar

The author states that the present book is devoted to bringing to teachers the newest and most progressive ideas and methods of teaching vocational agriculture. The author has covered new methods in general, but has devoted one chapter to the Home Project. Mr. Schmidt points out the advantages to this method, and lists 16 points as factors entering into good project work in agriculture. He also however, discusses the Class Project.

23. LB Stevenson, J. A., The Project Method of Teaching,
1027 New York; The MacMillan Co., 1924.
.S75

The following is the contents of this very valuable book:

Code:

Ex
Phil
Val
Clar
Cur
His

- I. General Statements of Problem and Method of Investigation
- II. An Examination of Types of Teaching Now in Common Use
- III. Definition of the Project
- IV. Problems and Projects
- V. Implications of the Project Method in Teaching
- VI. The Project and the Curriculum
- VII. Application of the Project Idea
- VIII. Application of the Project Method to Subjects in Elementary and High School

24. L Nolan, Ona I., "The Project Method in the
11 Junior High School," Education, 44:274-289,
.E2 January, 1924.

Code:

Phil
His
Val

A discussion concerning many aspects of the project method, and their relation to the Junior High school. The author discusses the essential elements of the project method and points out the relationship of the project to self activity. Nolan goes into some depth in discussing the use of the term and arrives at a definition for it. She also derives a classification system of projects.

The author includes a discussion of the advantages and limitations of the method. She further discusses the teacher's role when using the method.

25. L Sands, B., "The Problem Method," Education,
11 44:576-578, May, 1924.
.E2

Code:

Val

A discussion of the problem method of teaching, with a portion of the material devoted to pointing out the interrelationship of the project method and the problem method.

The author suggests that the problem method is a stepping stone in the use of the project method.

26. 630.7
S351p

Schmidt, G. A., Projects and the Project Method in Agricultural Education, The Century Co., 1926.

Code:

Phil

Val

Clar

An exhaustive discussion of the project method and agricultural education. By its mere existence and its broad scope, this book suggests that the project method of instruction was well developed in agricultural education by 1930. In regard to the projects as a method, this book's discussion is applicable to any area in which the project method is being used.

27. 630.7
W563m

Wheeler, John T., Methods in Farmer Training, Atlanta, Georgia; Smith Co., 1926.

Code:

Ex

His

Cur

The section dealing with projects and the project method is scattered throughout the book.

The most important point made concerning the project method is in regard to home projects. The author explains home projects and points out that they are the on-the-job training for the farmer. The author is in effect saying it is more or less a comprehensive method in that it is closely correlated to the class instruction.

28.

March, Lucille, "The Project Method in Speech Education," Quarterly Journal of Speech, 15:181-188, April, 1926.

Code:

Val

Phil

The author points out the advantages of the project method in relation to speech education. She suggests that the speech curriculum should be based on "Life." Therefore, she feels it is best to have the students tell stories or work on projects that have meaning for them.

29.

O'Konski, Alvin, "The Project Method in the Teaching of Speech," Quarterly Journal of Speech, 15:188-194, April, 1926.

Code:

Clar

Phil

Mr. O'Konski begins his article by discussing various definitions of the term "project method." He points to four psychological principles which are taken into consideration when the project method is examined. From here, the author makes a five point classification of the types of projects which can be used for educational purposes. He then explains the five point system, and how the various projects can be classified and examined.

30.

Alberty, H. B., "A Study of the Project Method in Education," Columbus, Ohio: Ohio State University Press, 1927.

Code:

His
Val
Phil

"Studies the logical and psychological treatment of the subject matter; historical development of the project method; real life and natural setting applied to projects. The project method is considered as purposeful activity, as instrumental learning, as an aid to reflective thinking. Findings: The project method is a point of view in dealing with the child. It should never be the only method. Its exclusive use leads to the neglect of a phase of training, systematic organization of knowledge, and the tools for securing more knowledge."

(Quote from: Research Studies in Education, a government document, 1927.)

31.

Rayne, Eleanor, "Four Years of Experimentation with the Project Method," Masters Thesis, 1927, Tulane University, New Orleans, La.,

Code:

Val
Res

"Description of projects in geography, commercial subjects, etc., conducted over a period of four years in rural schools of St. Tammany Parish, Louisiana. The project method proved satisfactory."

(Quote comes from Research Studies in Education. a government document of 1927.) The article is not available in State of Michigan Library.

32.

LB
875
.B37

Burton, W. H., "Nature and Direction of Learning," Appleton Publishing Co., N. Y. pp. 254-278, 1929.

Code:

His
Clar

One chapter is devoted to the project method. Topics covered include: "Origin and use of the Term 'Project';" "Kilpatrick's Definition, October, 1918;" "The National Society Yearbook's Definition in 1921;" "The First Use by Richards in 1900;" Also, "The Project as a Method of Teaching and as a type of Organization for Subject Matter;" and "Limitations of the Project Method,"

This particular chapter is somewhat of an analytic dissection of the definitions given the term "project method" by various educators.

33. Kilpatrick, W. H., The Project Method. Teacher's College, Columbia University, 1929.
- Code:
Val
Phil
- This booklet is devoted to a discussion of the project method as being a purposeful act. It is Kilpatrick's contention that this method allows for the child's natural interest to motivate him, and results in greater efficiency of learning.
34. HF
1101
.B87
- Heiss, R. F., "Cooperative Fashion Show: Retailing Project," Business Education World, 29:592-595, June, 1929.
- Code:
Val
Ex
- This essay points out the various benefits gained by the students, the business establishment, and the cooperative program when they joined together to put on a fashion show and advertising campaign.
- The author briefly tells the reader how she initiated the program, what happened when it was underway, and what she felt the outcome was at the completion of the project.
35. LB
1598
.I55
- Schmidt, G. A., "An Analysis of the Project Method of Teaching Farm Shopwork," Industrial Education Magazine, 31:70-71, August, 1929.
- Code:
Val
Phil
- This article points out the project method, when used correctly, can make the students more interested in school. It states the students will put forth more effort and have a better attitude when they are working on interesting, worth while projects.
- The author then lists the factors and/or conditions responsible for the above changes.
36. L
11
.E23
- Blaine, W. E., "The Present Status and Future Possibilities of the Project Method in Public School Teaching." Educational Method, 9:94-104, 166-167, November,-December, 1929.
- Code:
Phil
His
Val
Res
Clar
- The author states the aim of this study was to determine: 1-the extent of the use of the project method, 2-the attitude of the teachers and administrators using the method toward continuing and expanding its use, 3-what subjects are most often taught in elementary school by this method, 4-the difficulties and advantages most often encountered in its use, 5-the interpretation most often given by the supervisors and teachers using the project method.

The article discusses the philosophy behind the use of projects as a method of instruction. In attempting to discern the feelings of teachers and administrators about the above 5 areas, Blaine sent out questionnaires. His analysis and conclusions from the questionnaires are discussed in the article.

37. LA
1151
.M25

McKee, W. J., New Schools for Young India,
University of No. Carolina Press, 1930.

Code:
Ex
Phil
Val
Clar

Reference is made to selected schools using the project method in India. The author discusses the classification systems of Meriam, Collings, and Kilpatrick. He also discusses the rationale of the project method, and the place of the teacher in using the project idea. Also discussed are the social and moral aspects of this method.

38. L
11
.E6

Horn, Ernest, "What is a Project?", Elementary School Journal, 21:112-116, October, 1930.

Code:
Res
Clar

Discusses a study done in which it was attempted to get what was then the commonly accepted definition of the term "project." The general conclusion is that most teachers accept a project to be problematic, taken in its natural setting, and involving the use of concrete materials, especially in a constructive manner.

39. L
11
.H54

Perry, R. C., "Project Method; Some advantages and Disadvantages," High School Teacher, 6:59-60, February, 1930.

Code:
Val

A list of the advantages and disadvantages of the use of projects in instruction. Perry has broken these advantages and disadvantages into three classifications--those dealing with the pupil, those concerned with the curriculum content and those concerned with administration.

The conclusion is that no one teaching method can deal with all the problems in teaching.

40. LB Collings, Ellsworth, Progressive Teaching in
1607 Secondary Schools, Bobbs-Merrill Co., 1931.
.C55

Code:
Phil
Val
Clar

The author discusses "purposeful activity."
The important thing in regard to the project method is, "The project is interpreted ... as purposeful activity."

Collings compares Kilpatrick's, Dewey's, and Meriam's classification of activities, and comes up with a separate classification for projects: 1-Exploratory, 2-Construction, 3-Communication, 4-Play, 5-Skill Projects. The remainder of this particular section is devoted to the distinguishing features of these different classes in regard to their purpose.

The balance of the book is devoted to the development of purposeful activity as a progressive means of teaching in several areas. Reference is made especially to the project method.

42. L Lancaster, T. L., "Project Teaching," Education,
11 51:310-313, January, 1931.
.E2

Code:
Val
Phil

Mr. Lancaster suggests that the project method of instruction is not the answer to the teaching profession's prayers. He states, "At its best project teaching is the happy, eager, cooperative teacher-guided struggle of each individual child toward what he can and ought to be."

He suggests that the project method is and can be an effective method of instruction, but it is not a magic potent

43. L Karns, L. V., "Problem or Project," High
11 School Teacher, 8:342-345, November, 1932.
.H54

Code:
His
Phil
Clar

The objective of this article is to define the term "project." The author goes well beyond just defining the term, for the article is a general discussion of the project method, its value for the student, the role of the project in curriculum, etc...

Karns concludes that there are specific ways in which projects should be used. He suggests that some subjects might get better use from it than others.

44. LB Ashley, L. F., "This Thing Called 'Method',"
 1598 Industrial Arts and Vocational Education,
 .15 27:105-107, January, 1938.

Code:
 His
 Clar

A discussion of the term "method," with the emphasis focusing on a quote from Plato. The body of the article discusses the roots and past history of the project method and learning-by-doing.

The major emphasis of this article is on the period of time prior to 1900. The author suggests that the project method was formally introduced in America around 1876. However, the development of the project method in the sense of "A purposeful activity in a social environment" was not dominant until after World War I.

45. HF DeMond, A. L., "Practical Projects for Courses
 1101 in Distributive Education," National Business
 .N25 Education Quarterly, 7:30-34, May, 1939.

Code:
 Val
 Ex

Referring to Distributive Education, Mr. DeMond states, "Having passed the experimental stage, it has been definitely realized that such courses cannot be taught in the traditional way of most commercial or vocational courses."

The author suggests that projects should be used to complement cooperative training and to provide a substitute for it where it has been found impractical. He then lists some possible projects: 1-students sold merchandise on a door-to-door basis, 2-a high school day at a department store where students took charge of a store for one day under the supervision of the regular work force, 3-operation of a small business.

46. L Tenenbaum, Samuel, "Project Method: A Criticism
 11 of its Operation in the School System," School
 .S36 and Society, 49:770-772, June, 1939.

Code:
 Val
 Phil

The author is concerned with the improper use of the project method by teachers and administrators. The author states, "The purpose of the project method is to tap the interest of the child, allow him to make those things which he wanted to make and do." He then points out that 90% of the projects he has seen were teacher-conceived and a great part of them were teacher-made.

47. L
11
.S551

Code:
Ex
- , "Student Shop Providing Business Experience,"
School Review, 47:650, November, 1939.
- A description of a school store in Greenwich, Connecticut, in which students learn the art of selling.
- The students taking part in the operations of this business are selected from "...The salesmanship, retail selling, bookkeeping, and office practice classes of the commercial department. The type of business is changed periodically to insure all kinds of selling situations.
48. HF
1101
.B87

Code:
Ex
- Dean, George, "A Vocational School Day," Business Education World, 20:872-875, June, 1940.
- A description of a program in which high school students ran a cooperating department store. The students are selected and trained before their placement into the store for one day. (Materials are furnished by the store).
49. L
11
.C53

Code:
Ex
- Forsman, A. E., "Christmas Selling," Clearing House, 15:44-46, September, 1940.
- A description of how Mr. Forsman set up a project-program in which selected students worked for one week in various retail stores during the Christmas Rush. These students were given time off from school to take part in this program, and were graded on their performance. Mr. Forsman suggests this project gave the students experience in real life situations.
50. HF
1101
.J69

Code:
Ex
- Forsman, A. E., "High School Day in Dubuque Retail Stores," Journal of Business Education, 16:19-20, December, 1940.
- The article describes how to have a "high school day" in downtown stores. This is a program in which cooperating merchants allow students to run the store for the day. Only those students in Distributive Education would take part in the program.

51. HF Peart, Gilbert, "Business Experience Through
1101 School Stores," Journal of Business Educa-
.J69 tion, 16:22-24, April, 1941.
- Code: Discusses how a schoolstore run by D. E. Students
Ex can, should, and does supplement and put the
Val capping stone on the education of the students
in the merchandising and sales curriculum.
- After a discussion of the "store in the school
program," this article goes on to tell how the
school store is operated and how the program is
run.
52. HF Beckley, Donald K., "Merchandise Manuals Vitalize
1101 Retailing Courses," Journal of Business
.J69 Education, 17:17-18, February, 1942.
- Code: A discussion of the program in business education
Ex at the Rochester Athenaeum and Mechanical Institute.
Val In this program, retailing is taught at the college
level in a cooperative three-year program. Students
attend classes and work at jobs in department
stores during alternating four-week periods.
- Each year, a project is assigned the students:
the first year it is a merchandise manual. The
second year it is a particular merchandise item
or department, and in the third year, it is an
executive level manual on merchandising or mer-
chandise in a specific department. Mr. Beckley
feels these projects help to bridge the gap
between classes and the job itself.
53. HF Dame, F. J., "Improving Learning and Achievement
1101 in Merchandising and the Distributive Occupa-
.A65 tions," American Business Education Yearbook,
.V2 pp. 192-216, 1945.
- Code: The author discusses the project method in
Val regard to improving the instructor's ability
to teach. The discussion is based on the
project method in use in a D. E. laboratory,
although it is not specifically limited to this
situation.

54. L Hurd, Archer Willis, "What do You Mean by the
11 Unit-Problem Project Plan of Instruction?"
.S36 School and Society, 62:300-301, November, 1945.

Code:
Phil
Val
Clar

A philosophical analysis of how this author feels about the unit-problem project plan of instruction. The author explains what is meant by "Unit Problem Project Plan" of instruction only after taking you through a philosophical maze which is generously spiced with his personal experiences.

55. HF Weale, W. B., "Business and School Cooperation,"
1101 Journal of Business Education, 22:17-18,
.J69 May, 1947.

Code:
Ex

A discussion of how Mr. Weale built interest in his distributive education class. He developed a survey encompassing such things as consumer buying, attitudes of consumers towards retailing, customers' dislikes, etc.. This survey was a class project, in which the class worked with the business community in the development of the survey.

The class made the survey, and worked with various people in the business community in discussing and evaluating its outcomes and conclusions.

56. HF Knouse, R. S., "Students Service Shoppers,"
1101 Business Education World, 28:108-109,
.B87 October, 1947.

Code:
Ex
Val

Two paragraphs are devoted to what the author feels should supplement the education of every D. E. teacher: Every student who will one day teach salesmanship should undertake certain projects. The balance of the article is devoted to a description and discussion of how these future D. E. teachers would go about performing a project of service shopping; i. e., shopping to see how the salespeople act and work while serving customers.

57. LC Kirkpatrick, Loucillah, "Long Range Projects in
1041 Distributive Education," American Vocational
.A5 Journal, 23:17, March, 1948.

Code:
Ex
Val

A discussion of projects that could be assigned in the related classes which would give the student the opportunity to do research connected with his job. Included is a discussion of the advantages of this plan.

58. HF Beckley, D. K., "Getting Value from Work
1101 Experience." Business Education World,
.B87 28:577-579, June, 1948.
- Code:
Val The author suggests that projects can be used
Ex along with cooperative training. He suggests
that students undertake various projects which
are directly related to their job or store. An
example of this would be to make a list of
questions new salespeople would be almost sure
to ask, and with this, a list of clear, concise
answers.
59. HF Knouse, R. S., "Student Layout Analysts,"
1101 U.B.E.A. Forum, 3:16-17, December, 1948.
.B86
- Code:
Ex A discussion of how a D. E. class can use a
store layout analysis as a project. Included
is a listing and discussion of the steps to be
followed in developing such a project.
60. Thut, I. N., Foundations of Method for Secondary
Schools, New York; McGraw-Hill Book Company,
1949, pp. 277-280.
- Code:
Phil Pages 277-280 of this book discuss the project
His method as a means of providing for correlation
Clar and integration of subject matter. Three efforts
at this correlation are discussed: "The Project
as the Illustration of Things Previously Taught,"
"The Project as Supplementary Instruction,"
"The Project as the Center of Instruction."
61. HF Heiss, Ranetta, "The Cooperative Fashion Show--
1101 A retail Project," Business Education World,
.B87 29:592-595, June, 1949.
- Code:
Ex Discusses a program put on by the Bon Ton, a
department store in Pennsylvania. This project
was a series of lectures and experiences in
promotion which culminated in the Distributive
Education class putting on a fashion show.
62. LB WeisBruch, F., "Glorifying the High School Project,"
1585 School Science and Mathematics, 49:439-444,
.A1 June, 1949.
S35
- A critical analysis of the project method of instruc-
tion. The author says that many projects do not
stimulate learning of the topic. (A rebuttal to this
article is given by H. O. House in Oct., 1949)

63. HF Henry, C. H., "Some Techniques for Staging the
1101 Retail Fashion Show," Business Education
.B87 World, 30:77, October, 1949.
- Code: Mr. Henry suggests a fashion show as a D. E.
Ex class project. He feels that such a program
can do great deal to promote D. E. with
other students and with the various businesses
in the community. The author provides a
recipe for having a high school D. E. sponsored
fashion show.
64. LB Houde, H. O., "A Defense of the Project Method,"
1595 School Science and Mathematics, 49:559-564,
A1 October, 1949.
S35
- Code: This article is Mr. Houde's answer to Mr.
Val WeisBruch's criticism of the project method.
Clar Mr. Houde suggests that Mr. WeisBruch used
extreme examples which did not typify the
usual situations.
- Houde builds a step-by-step rebuttal to Weis-
Bruch's article, giving certain points of
information about the project method in doing so.
- See WeisBruch, School Science and Mathematics,
65. HF Smith, H. D., "Merchandising and the School
1101 Publications," Business Education World,
.B87 30:284-285, February, 1950.
- Code: A discussion of the merits of having the D. E.
Ex classes handle the merchandising of all the
Val school publications. Mr. Smith discusses the
specific advantages for the students and for
the school in such a program.
66. HF Blackstone, E. G., "Devices to be Used in the
1101 Teaching of Salesmanship," Balance Sheet,
.B3 31:300-304, March, 1950.
- Code: Included in this article is a list of projects
Ex which can be used in the teaching of salesmanship.

67. HF Knouse, R. S., "How to Teach Salesmanship,"
1101 U.B.E.A. Forum, 4:19-21, April, 1950.
.B86
- Code:
Ex
Val
- A discussion of various methods of teaching salesmanship, including mention of many specific types of projects. The author strongly recommends "...the student-project method of teaching as insurance against loss of student interest and retardation of the learning process"
68. HF Gibson, J. C., and Hedrick, J. A., "Vitali-
1101 zing Salesmanship Instruction," American
.A64 Business Education, 6:265-266, May, 1950.
- Code:
Ex
- A discussion of several teaching methods to use to vitalize salesmanship. Included is a discussion of a portfolio project, illustrating a particular product or product line.
69. HF Hecht, J. C., "Practical Sales Training at
1101 Mellville, New Jersey," Journal of
.J69 Business Education, 26:69-70, October, 1950.
- Code:
Ex
- A discussion of the author's experiences in regard to the teaching of D. E.. The article suggests no profound educational laws or ideas, but does suggest some good ideas for projects.
70. HF Salamey, M. V. Implementing the Retail
1101 Selling Course in the High School,"
.J69 Balance Sheet, 32:61-63, October, 1950.
- Code:
Ex
- Although much of this article is irrelevant to this bibliography, the author does give a list of nine projects she has used in her retail selling class.
71. HF Smith, H. D., "School Thrift as a D. E.
1101 Project," Business Education World,
.B87 31:71, October, 1950.
- Code:
Ex
- Discusses a Distributive Education class project as one in which the D. E. class tries to "sell" the student body on the idea of saving some money. The project involves a full sales campaign.

72. LC
1041
.A5
- Hecht, J. C., "Retail Display Window Training,"
American Vocational Journal, 25:21-22, December,
1950.
- Code:
Ex
- A description of the development of a D. E. project in window displays. Because the local stores cooperated in the project, the students had a chance to put their displays in actual store windows. Furthermore, the children received realistic training, and good school-community relationships were fostered.
73. HF
1101
.B87
- Tapply, D. C., "Our School Store-A Learning Experience for all Business Students,"
Business Education World, 32:232-233,
January, 1952.
- Code:
Ex
- The article points out how the school store can be run by students in the various business courses. The author's conclusion is that the school store can provide meaningful projects for many students.
74. L
11
C3
- Ryan, Leo V., "The Project Technique in Consumer Education," Catholic Education Review, 50:175-189, March, 1952.
- Code:
His
Ex
Phil
- A discussion of the origin, definition, and application of the project method, as used in consumer education.
75. L
11
.C53
- Shannon, J. R., "Vanishing Wall Between Courses and Activities," Clearing House, 27:8-12, September, 1952.
- Code:
Phil
- A discussion of certain educational practices in regard to how they effect the students. The author suggests, "The method employed in directing school activities is the answer to many problems." No specific method is given, but the discussion leads the reader to conclude the project method is implied.

76. LB
1631
.E5
- Armstrong, A. C., "Project Teaching Develops Language Arts," English Journal, 41:544-547, December, 1952.
- Code:
Ex
Val
- A discussion of the use of the project method in the teaching of an English-Social Studies class. Projects centered around Congressman Peter Mack, Jr., who was flying from country to country in a single engine plane. Mr. Armstrong had the students follow the Congressman's travels, writing letters, stories, and doing research on various related subjects.
77. HF
1101
.B3
- DiSalvo, A., "How to Make A Salesmanship Course More Practical," Balance Sheet, 34:154-155, December, 1952.
- Code:
Ex
Val
- Describes a class project in which students were responsible for selling tickets to the school play.
78. LB
1584
.A1
S63
- Hirsch, Hyman, "Let's go into Business," Social Education, 16:367-368, December, 1952.
- Code:
Phil
Val
Ex
- Mr. Hirsch suggests that the project method has "functionalism" in operation. The author tells how he developed and used the project method in his high school economics classes. He describes how he originally started using this method, and why he has continued using it.
79. HF
1101
.B87
- Kneeland, Dr. N., and Bernard, Louise, "Shopping Surveys," Business Education World, 33:227-228, January, 1953.
- Code:
Ex
- Discusses the use of a shopping survey for a salesmanship class. Includes six steps in the planning and execution of such a survey.
80. HF
1101
.B87
- Kneeland, Dr. N., and Bernard, Louise, "Students Activities in D. E.," Business Education World, 33:289-290, February, 1953.
- Code:
Val
Phil
Clar
- This article discusses the use of learning by doing and its educational value in D. E.. The author lists his three point classification system for activities: Function, Kind, Plan.

81. HF Beede, Donald, and Gendron, G., "Store for a
1101 Day," Business Education World, 33:328-329,
.B87 March, 1953.
- Code: Discusses how high school students took over a
Ex store for half a day. Included in the article
are suggestions for anyone attempting such a
project.
82. HF Clancy, Anne E., "Cooperative Projects in Our
1101 Merchandising Class," Balance Sheet,
.B3 34:350-351, April, 1953.
- Code: Discusses how the project method led a class
Val to a higher level of learning. Miss Clancy
Phil suggests that, "As a result of these coopera-
tive projects, our merchandising class devel-
oped into an active, aggressive, happy, and
responsive group--A class that liked the
subject, enjoyed working together, and was
eager to put in extra time improving them-
selves in the technique of the subject."
83. HF Kneeland, Dr. N., and Bernard, Louise, "Committee
1101 Work in D. E.," Business Education World,
.B87 33:403-404, April, 1953.
- Code: A discussion of how committee work can be
Ex applied to various projects in a D. E. class.
Val Included within this article is a discussion
of such things as prerequisite conditions,
composition of committees, the teacher and the
committees, and evaluation of a committee's
work.
84. HF Clements, Gloria, "Store for a Week,"
1101 Business Education World, 33:507-8
.B87 June, 1953.
- Code: A description of how a D. E. coordinator
Ex and one of his classes ran a small department
Val store for one week. The store was organized,
run, and dissolved within the week.
- The coordinator felt the project was of
benefit to all participants and suggests that
more D. E. departments should try something of
this nature.

85. LC Wilson, B., "Make Merchandise Manuals,"
1041 American Vocational Association, 29:19,
.A5 October, 1954.
- Code: A discussion of the educational advantages and
Val the value of having the D. E. students prepare
Ex a merchandise manual as individual projects.
Included in the article is a list of hints for
topics and layout for some projects.
86. HF Harnash, W., "Distributive Education News-
1101 paper," Balance Sheet, 36:183 December,
.B3 1954.
- Code: This article suggests that projects can be of
Val extreme varied types. It is about a coordinator
who had as a project for his class the
publication of a newspaper. The D. E. students
wrote articles on such topics as employment
opportunities, the lifting of the excise tax,
etc... The students also did a "special" on
a different store with each issue of the paper.
They not only wrote articles, but also made up
advertising copy. Also included in the paper
is a section about graduated D. E. students of
today knowing what may be in store for them in
the future.
87. LC Hartzler, F. E., "Window Display Contest,"
1041 American Vocational Association Journal,
.A5 30:34-35, November, 1955.
- Code: A discussion of a window display contest for
Ex Distributive Education students. Included
in this article are the rating sheets used
in the contest, and a very brief discussion
of how the contest was set up and run.
88. HF Thompson, Robert, "Using Community Resources
1101 in Teaching Retailing," Business Education
.B86 Forum, 10:25, April, 1956.
- Code: A discussion of the various community resources
Ex which can be used as projects or field trips
in most locations which can be used by D. E. teachers.
89. HF Fagan, C. L., "A Practical Problem in Retailing,"
1101 Balance Sheet, 38:14-15, September, 1956.
.B3
- Code: This article is a discussion of the use of a
Ex price survey as a class project.

90. HF
1101
.B87
- Hetch, Joseph C., "Let Your D. E. Club Put on a Fashion Show," Business Education World, 38:19020, October, 1957.
- Code:
Ex
Val
- Discusses the use of a fashion show as a D. E. class project, explaining what things were done in preparation and execution of the show. The article discusses the educational values of such a project.
91. HF
1101
.B87
- Lubow, Milton, "We Built a Model Department Store," Business Education World, 38:22-24, June, 1958.
- Code:
Ex
- A discussion of how to build a model department store, (doll house size) as a class project.
92. HF
1101
.B87
- Hecht, J. C., "How to Open a School Store," Business Education World, 39:26-27, 42, September, 1958.
- Code:
Ex
- A basic discussion of how to organize, open, and sell the idea of a school store.
93. HF
1101
.B87
- Dodge, R. E., "Retailing Students Carry Out a Sales Promotion," Business Education World, 39:11-13, June, 1959.
- Code:
Ex
- Discusses how the retailing students at the University of Oregon School of Business Administration executed a complete retail promotion campaign for Tipman, Wolfe, and Co., on their White Stag line of products.
94. HF
1101
.B86
- Oczkowski, Raymond, and Grandfied, R., "Ownership and Operation of Your Own Retail Business," Business Education Forum, 14:27, 29, February, 1960.
- Code:
Ex
- A discussion of how to have a class develop a manual on operating their own retail business.

95. LB Balletto, L. P., "Outside Activities in
3602 Business Education Pay Off," School
.S35 Activities," 31:231-234, April, 1960.
- Code: This article tells of a school store run
Ex by the retailing class at Uniondale, N. Y.
Val High School. This school store is different
 in that rather than being housed in the school
 building, it is located within the downtown
 area. The article is devoted to Mr. Balletto's
 discussion of how he went about organizing
 this project. He discusses the major obstacles
 he met, and how he surmounted them.
96. HF Gram, H. H., "Use Your D. E. Club to Build
1101 Good Public Relations," Balance Sheet,
.B3 42:61, October, 1960.
- Code: The author suggests a project be used to
Ex build public relations between the school and
Val the community. In addition, this project is
 designed to give the D. E. students experience
 at working with the business community.
- The project is a Halloween window painting
 contest for the public school students. This
 is sponsored by the D. E. club. Mr. Gram
 stated that this project was considered a
 great success, and is now an annual event.
97. HF Chambers, G.A., "Starting a Business--A
1101 Project in D. E.," Business Education
.B86 Forum, 15:34, November, 1960.
- Code: Discusses the methods used and educational
Val benefits derived from having D. E. students
Ex (in the form of a project) start a business.
 The students are told, "You have just inheri-
 ted \$25,000 and you are interested in starting
 some kind of business." They are then given
 an outline on how to go about starting their
 own business, and the teacher stands by to
 give help and guidance.

98. LC
1041
.A5

Code:
Val
Ex
- Chambers, George A., "Research Study Provides a Challenging Service Project," American Vocational Association Journal, 36:24-25, October, 1961.
- A discussion of a research project done by a D. E. C. A. chapter. The purpose was to find out why industry might not locate in Washington, Iowa. Included is a discussion of the benefits of such a project.
99. HF
1101
.B87

Code:
Ex
Val
- Cline, Frank, "Try a Door to Door Christmas Cookie Campaign," Business Education World, 42:16-17, December, 1961.
- A discussion of the advantages and the methods of having the D. E. class sell Christmas cookies on a door to door basis.
100. HF
1101
.B86

Code:
Ex
Val
- Dittamo, G. E., "A Practical Beginning for a Program in D. E.," Business Education Forum, 16:26, December, 1961.
- Mr. Dittamo is concerned with how to start a D. E. program when you cannot use the cooperative method. He suggests instead the use of several different projects. He suggests too that a D. E. program can be designed to fit almost any school when the teacher and administrator recognize that there are many successful ways of teaching.
101. HF
1101
.B87

Code:
Val
- Scolnick, A. H., "D. E., 1970," Business Education World, 44:13-14, November, 1963.
- The author suggests some very positive and sound suggestions for what D. E. in 1970 may be like. The project method may work quite well in his plans.
102. HF
1101
.B86

Code:
Val
Clar
- Palmer, G. D., "Let's Keep D. E. Vocational," Business Education Forum, 20:23-24, December, 1965.
- Palmer suggests that the project method may be an answer to many of the problems evolving from straight lecture-discussion classes. He discusses what the project method is, projects, and how they must be controlled and developed by the coordinator to insure educational value.

103. HF Samson, H. E., "Organizing Participating
1101 Experiences in D. E.," Business Education
.B86 Forum, 20:25-26, February, 1966.
- Code: Describes and explains what the term "participating experience" means. Mr. Samson used the
Clar term to mean something less than totally the
Val project method. His definition is, "...participating experiences are carefully organized activities and projects designed to provide students realistic vocational application of the content learned in the distributive courses."
104. L Hofe, G. D., "The Project Method and its Origin,"
11 Teacher College Record, 67:371-373,
.t4 February, 1966.
- Code: This author claims that S. Tenenbaum's book,
His Trail Blazer in Education, (a biography of
Clar W. H. Kilpatrick), incorrectly stated that Mr. Kilpatrick was the founding father of the project method. Mr. G. Hofe states it was a Mr. Woodhull who conceived and originated the project method.
105. LC Sampson, H. E., "Convention Round Up in D. E.,"
1041 American Vocational Association Journal
.A5 41:14-17, February, 1966.
- Code: A discussion of the various speeches made at
Val the D. E. division of the A.V.A. Convention.
Phil The theme was "The Project Method." Included
Cur is a discussion of the speeches made by K. Brown, M. Marks, and others.
106. HF Haines, P. G., and Ferguson, E. Jr., "D.E."
1101 Business Education World, October, 1966.
.B87
- Code: This article discusses the United States Office
Val of Education's endorsement of the project
Phil method as another method of instruction for D. E.
Clar
Cur

107. HF Haines, P. G., and Ferguson, E. Jr., "Distributive
1101 Education," Business Education World, November,
.B87 1966, p. 34.
- Code: The authors briefly discuss what they accept as
His the definition of the project method. They also
Clar include an analysis of the origin and history
Phil of the project method.
Cur
108. HF Haines, P. G., and Ferguson, E. Jr., "Distributive
1101 Education," Business Education World, December,
.B87 1966, p. 34.
- Code: An analysis of how the project method would work
Clar in D. E. The authors explain and clarify their
Ex position through the use of a discussion of a
Val project built around an occupational survey.
Phil
109. Bayles, Ernest E., and Hood, Bruce, L., Growth
of American Educational Thought and Practice,
New York: Harper and Row Publishers, 1966,
pp. 235-240.
- Code: The few pages of this book devoted to the project
His method discuss Kilpatrick's use of the term "project
method and McMurry's term "consumer-type project."
- The authors also state that Franklin Ernest Heald,
(1870-1943), specialist in agricultural education
in the U. S. Department of Agriculture, (1914-
1918) was the first to introduce the project
method to vocational agriculture.
110. HF Haines, P. G., and Ferguson, E., Jr., "Distri-
1101 butive Education," Business Education
.B87 World, January, 1967, p. 38.
- Code: Discusses a project which took place in a resort
Val community high school. The coordinator at this
Ex school had arranged for his eleventh grade pre-
paratory distributive education class to take over
the operations of the local Gamble store for
three days.

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1. HF Vivian, Neal E., "Economic Understanding of Dis-
1101 tributive Education Students", Ph.D. thesis,
N25 University of Minnesota 1966. National Business
Vol 36 Education Quarterly, 36: 76-77, 1967 Summaries
of Research.

Code: The purpose of this study was to determine the
Meth relationship between economic understanding and socio-
economic background, scholastic ability or partici-
pation in a DE program.

A test of economic understanding prepared by the joint
council on economic understanding was used. The
test was given to 5,047 seniors in twenty one schools.
It was administered twice and an analysis of variance
technique was used.

The findings concluded that Socio-economic background,
participation in a distributive education program and
class rank had no effect on the student's test
scores. Scholastic ability was found to be the only
significant factor relating to economic understanding.
2. HF Muskrat, Eleanor Maxie, "Elements in Buying Con-
1101 ceptually Defined", 1966 Ph.D. thesis, University of
N25 Oklahoma, National Business Education Quarterly,
Vol 36 36: 49, 1967 Summaries of Research.

Code: The purpose of this study was to isolate and define
Val selected understandings necessary to sound buyman-
ship and present some tools from which individuals
can better understand their own buying behavior.

The method used involved dividing buyer knowledge
and breaking down data about buying taken from a
university workshop, the National Committee for Educa-
tion on Family Finance and other sources. The
material was submitted to consumer buying specialists
and appropriate changes in statements were made.

The findings conclude more and better consumer
education is needed. The information needed to be
a sound buyer should be generalized and presented
so students can assimilate it for lasting benefit.
It appears the conceptual approach to the study of
buying is needed at all levels.
3. Thesis Ferguson, Edward T. Jr., "A Comparison of the Project
M.S.U. and Cooperative Methods of Instruction on Selected
Competencies in Distributive Education at the
Secondary Level, Ph.D. Thesis, Michigan State
University, 1967.

Code:
Meth
Ph

This study was conducted to prove that the project method of instruction for preparatory distributive education can produce the same learning outcomes on tests of sales comprehension and economic understanding as those in the cooperative method of instruction.

The study covers 10 schools. Data was collected on socio-economic status, prior achievement, economic understanding and participation in distributive education. All students were in single period classes.

The findings concluded that there was no significant difference due to a student's socio-economic status or participation in a distributive education program on tests of economic understanding. Prior achievement was the only factor that significantly affected economic understanding. Students taught under the cooperative method did better than students taught under the project method on tests of sales comprehension.

4. HF
1101
B87
Vol 48

Haines, Peter G., "Distributive Education", Business Education World, 48:29, October 1967.

Author: Michigan State University

Code:
Val

The author discusses the importance for the distributive education teacher to be involved in the business community through association and organizational involvement.

5. HF
1101
B87
Vol 48

Haines, Peter G., "Distributive Education", Business Education World, 48:31, November 1967.

Author: Michigan State University

Code:
His.
Val

The project plan and its background are discussed briefly. Guidelines for carrying out the project plan are listed.

6. HF
1101
B87
Vol 48

Haines, Peter G., "Distributive Education", Business Education World, 48:29, December 1967.

Code:
Meth

The difference between a work experience program and the distributive education cooperative program are discussed. The extent to which the DE cooperative program goes beyond the work experience program is pointed out.

7. HF
1101
B87
Vol 48

Rushton, John B., "Give your Students 'Action' Cards", Business Education World, 48:14, January, 1968.

Author: University of Kentucky

- Code: The action card can be useful for the DE student when
Meth he goes to apply for a job. One side has the proper
Ex elements of attitude and appearance printed on it
while the other is divided up for listing work
experience and personal references.
8. HF Benke, Lawrence L., "National or Retail Advertising
1101 in DE Programs", Business Education World, 49:28,
B87 October 1968.
Vol 49
- Author: Sacramento City College
- Code: A case is made for teaching local store retail
Meth advertising as opposed to teaching about national
Ph brand advertising.
9. HF Ferguson, Edward T., "Every 'DE' Teacher Should be
1101 a Researcher", Balance Sheet, 50:62-64, October 1968.
B86
- Author: Ohio State University
- Code: The author outlines some kinds of research that can
Ph be carried out on distributive education in the class.
Adm In addition, the basic parts of a research paper are
outlined.
10. HF Chancey, Gilbert E., "The Project Method in Distri-
1101 butive Education", Balance Sheet, 50:100-102 & 141,
B86 November 1968.
- Author: University of Kentucky
- Code: The history of the project method is discussed as well
His as the basis for projects. Nine rules applicable to
Meth the project method in terms of how projects should
be developed are provided. The teacher's responsibilities
in presenting a project to a student are discussed.
11. HF Warren, Helen L., "Retail Students Meet the Project
1101 Challenge", Journal of Business Education, 44:54-56,
169 November 1968.
- Author: Fairleigh Dickinson University
- Code: The author explains projects and gives examples and
Meth a checklist of many project titles for mini-projects.
Ex
12. LB Buckner, Leroy, "Vocational Education For Sales and
1670 Related Occupations-Projections for the Future",
A1 National Business Education Association Yearbook
N3 6, pp. 153-164, 1968.
- Author: Atlantic University, Florida

Code:
Ph
Meth
Cur
His

The current trend emphasizes a vocational program philosophy. This article considers the project plan, curriculums, textbooks, laboratory equipment and teacher education programs. Rising costs and diminishing profits will create a greater need for more well trained people in distributive occupations. Retail store personnel are the largest segment of distributive workers. They are, however, the least educated group in our society according to this author. Only about one half per cent of what is presently the number of distributive employees that are employed in the work-force at this writing have received any formal specialized training. The project plan eliminates restrictions and provides an additional way to train students for distributive occupations. The five competency areas from which curriculums are designed are considered. The two objectives for adult programs considered are: preparing people for full-time employment and providing supplementary training. The history of distributive teacher education is discussed briefly. The fact is brought out that only fifty colleges and universities provide training for distributive education and most are less than ten years old.

13. LB
1670
A1
N3

Dannenberg, Raymond A., "Vocational Education for Sales and Related Occupations-Strengths of the Past and Present", NBEA Yearbook 6, pp. 128-138, 1968.

Author: Western Michigan University

Code:
Cur
Meth
Ph

The cooperative and project plans are defined and discussed. Previously, the emphasis was on supplementing employment with distributive training. Now the emphasis is on supplementing distributive education with practical experience. Concepts for teaching that have evolved are discussed. They are: (1) the single course concept (2) the multiple course concept (3) the marketing and distributive emphasis. Materials and equipment as well as methods are considered. Student objectives are an important factor to consider when a student enters a program. Distributive education is strengthened by the fact that there always was an emphasis on a variety of methods.

14. LB
1670
A1
N3

Rose, Robert E., "Vocational Education for Sales and Related Occupations-Weaknesses of the Past and Present", National Business Education Association Yearbook 6, pp. 139-153, 1968.

Author: Boise College

Code:
Ph
Val

This article covers philosophy and objectives, curriculum, student selection, facilities and business community relations. Consideration is given to development of a good core program of more than one year in

length for high school students. The problem with programs in distributive education being viewed as terminal in nature is discussed. It is considered appropriate to have an all-city coordinator in the larger metropolitan areas. The selection of those who will best serve on an advisory committee is considered.

15. Thesis
M.S.U.

Rowe, Kenneth L., Development of Selected Marketing Competencies Through the Utilization of Two Methods of Teaching in the Secondary Schools, Ph.D. Thesis, Michigan State University, 1969.

Code
Meth
Cur

This study was conducted to compare achievement of eleventh grade distributive education students using the "Project Method" with twelfth grade students using the cooperative method.

The procedure involves the use of twelve hundred students in eleven Arizona high schools. Data gathered were: (1) socio-economic background (2) reading scores on a measure of students prior achievement (3) scores on tests of economic understanding (4) tests of sales aptitude (5) personal data.

The findings concluded that there was no significant difference due to a student's socio-economic status, age or sex. Scores of the control group and respective DE groups were not significantly different on tests of sales comprehension and economic understanding. Project and cooperative students were no different on tests of economic understanding.

Vivian, Neal E., Economic Understanding of Distributive Education Students Ph.D. Thesis University of Minnesota.

16. HF
1101
B87

Herman, Michael, "A Way Up and A Way Out Through DE", Business Education World, 49:12-15, January 1969.

Author: Theodore Roosevelt High School
Bronx Community College
Bronx, New York

Code:
Gu
Ex
Val

Discussion in this article centers around building the self-concept of the disadvantaged. Resentment must be combated by firm realistic standards and an attitude of caring. The author explains his use of slang and synonyms. He describes the importance of getting jobs for disadvantaged students. There is also discussion of the guidance function, teaching techniques and student reactions.

17. HF Haines, Peter G., "Distributive Education", Business
1101 Education World, 49:25, January 1969.
B87
Author: Michigan State University
Code: This article provides data on the early history of
His DE. It gives a comparative view of enrollments over
the previous five years and pays tribute to Dr. Natalie
Kneeland.
18. HF Haines, Peter G., "Distributive Education", Business
1101 Education World, 49:25, January 1969.
B87
Author: Michigan State University
Code: Distributive Education is discussed in terms of time
Val of occupational choice and length of occupational
training for distributive occupations.
19. LC Eisenpreis, Alfred, "Potential Unlimited", American
1041 Vocational Journal, 44:36-40, February 1969.
A5
Author: Allied Food Stores
Code: Mr. Eisenpreis of Allied Food Stores delivered an
Val address in support of DE at a convention of the
American Vocational Association. In the address,
he discussed at some length commitments, overlapping
of training programs, our distribution society and the
future of distributive education. He considers
retailer relationship with education and career
opportunities.
20. HF Haines, Peter G., "Distributive Education", Business
1101 Education World, 49:27, February 1969.
B87
Author: Michigan State University
Code: DE licious - DE lightful is a good promotional film
Val for distributive education although it should be
understood that it is aimed at the student level.
In addition to the film review, the author also pays
tribute to Donovan Armstrong a pioneer in DE.
21. HF Cook, Richard O., "Pathway to a Salable Skill",
1101 Business Education Forum, 23:22-24, February 1969.
B86
Author: Michigan Retailers Association
Code: The attitude of businessmen is described as more
Val supportive of distributive education than education in
Ph general. Suggestions for improving communications with
businessmen are offered. The author promotes DE and
states that forty per cent of DE grades attend college
and refers to how they are a jump ahead in employability.

22. Not at
M.S.U. Mason, Ralph E., "Vocational Education for the Business Market", High School Journal, 52:229-240, February 1969.
- Author: University of Illinois
- Code: Val The author discusses the dropout problem and rehabilitation rate. He discusses work attitudes and cognitive skill development.
23. HF Fox, Harold W., "Fast Getaway in Distributive Education",
1101 Journal of Business Education, 44:231-232 March
J69 1969.
- Author: Northern Illinois University
- Code: Meth The author describes a technique and student projects directed to a collegiate class. This idea can be modified and carried over into the high school level.
24. HF Coakely, Carol B., "Trends and Innovations in Distributive Education", Business Education Forum,
1101 23:24-26, March 1969.
B86
- Author: University of Tennessee
- Code: Val Trends and innovations discussed include: (1) micro-teaching (2) Project training (3) Intensified laboratory (4) Inservice programs (5) Changes at the national level (6) Changing status of marketing curriculum.
Cur
25. LC Kohns, Donald, "DE Intern Program Solves Small City Problem", American Vocational Journal, 44:74-75, March
1041 1969.
A5
- Author: Alexandria Area Technical School, Alexandria Minnesota.
- Code: Ex The author who is a coordinator at Alexandria Area Technical School, describes a rapidly expanding program for students interested in distributive occupations. The students are enrolled in post-secondary DE.
26. HF Palmer, Dean G., "The Development of a Philosophy of Distributive Education", Business Education Forum
1101 23:9-11, April 1969.
B86
- Code: Ph It is the responsibility of each distributive educator to develop his own philosophy. He should consider occupational mix, students to be served and the method to be used.
Val

27. HF Bernard, Louise, "Priorities For Progress in Distributive Education", Business Education Forum, 23:6-9, April 1969.
1101
B86
- Author: State Supervisor of DE, Virginia
- Code: Planning time and activities on a yearly, monthly
Ph and weekly basis is an essential competency as the
Val author expresses it. Planning should be accompanied by implementation and evaluation. Identifying and individualizing our philosophy as well as establishing written annual goals are considered as essential.
28. HF Coakley, Carol B., "Supervision of Adult Distributive Education", Business Education Forum, 44:14-16, April 1969.
1101
B86
- Author: University of Tennessee
- Code: The adult supervisor must exercise adequate supervision
Adm and encourage teamwork. He must secure, develop and
Meth train specialists. He should consider those he supervises as sources of new material. Functions of an adult supervisor include: (1) research (2) planning (3) financing (4) implementing (5) staffing (6) training (7) consulting (8) evaluation. He must formulate goals and objectives as well as keep channels of communication open.
29. HF Harris, E. Edward, "People, Teamwork and Creativity in Distributive Education", Business Education Forum, 23:12-14, April 1969.
1101
B86
- Author: Northern Illinois University
- Code: Facts and figures are cited to support the need for
Val quality DE programs. A conceptual model is cited
Cur for developing students in distributive education.
Adm A model is provided for determining needed group instruction and twenty one guidelines are listed for a quality program.
30. HF Egglund, Steven A., "Local Planning for Distributive Education", Business Education Forum, 23:17-18, April 1969.
1101
B86
- Author: Oconomowoc High School
Oconomowoc, Wisconsin
- Code: When and what to plan are discussed with consideration
Cur given to on-the-job training, the related class, youth
Adm group activities and public information planning. Items
Gu of planning considered include training sponsor meetings, classroom teaching aids, field trips, and groups to meet with. The teacher's role and responsibility are considered.

31. HF Knouse, Reno S., "Keeping up to Date in Distributive
1101 Teaching", Business Education Forum, 23:25-26,
B86 May 1969.
- Author: State University of New York
- Code: Ideas are provided for improving class performance.
Meth The plan calls for attention to methods, devices and
Ph improving the plan itself. A practical check list for
examining methods and materials is considered important.
Ideas are provided for use in the related class and
the importance of utilizing a variety of teaching
methods is emphasized with several suggestions provided.
32. HF Gillespie, Karen R., "Challenging Careers in Retailing",
1101 Journal of Business Education, 44:339, May 1969.
J69
- Author: New York University
- Code: The importance of occupational information and career
Gu knowledge is considered. Advantages of careers in
Val retailing are cited. Job possibilities listed include:
selling, sales consultation, office work, sales and
service specialists and retail supervision. Personal
characteristics considered necessary include maturity,
tact, accuracy, enthusiasm and good grooming.
33. LC Tapp, Gerald R., "Headstart DE", American Vocational
1041 Journal, 44:26-27, May 1969.
A5
- Author: Illinois Board of Vocational
Education and Rehabilitation
- Code: The author describes summer programs to prepare dis-
Ex advantaged students for the regular cooperative
Cur classrooms and provides a screening device for the
Meth coordinator and student. Teaching techniques con-
sidered in the program were (1) giving the students
data on the importance of occupational education
(2) orientation to distribution (3) developing aware-
ness of necessary requirements. The cooperative
and project methods were also considered.
34. HF Hunt, Eugene H. & Jefferson, Robert W., "Social
1101 Issues Require Flexibility in Distributive Education",
B86 Business Education Forum, 24:25-26, October 1969.
- Code: Authors: Virginia Commonwealth University
Ph Western Illinois University
- Discussion covers the abilities student learners have
been expected to develop as well as the importance of
teacher-coordinator attitude and concern for students'
interests, values and background. The question is
posed as to whether we train our students to be able
to face conflict and reduce it through socially approved
outlets.

35. HF Palcheff, Carl A., "Service Station Sales Training",
1101 Balance Sheet, 51:64-65 and 84, October 1969.
B3
Author: John Hay High School, Cleveland, Ohio
Code: Mr. Palcheff discusses his program conducted in con-
Ex junction with an oil company and local service sta-
tion operators for training high school boys to become
service station managers. The location for this pro-
gram is John Hay High School in Cleveland, Ohio.
36. LC Smith, Gary R., "Balanced Programs in DE", American
1041 Vocational Journal, 44:78, November 1969.
A5
Author: Utah State University
Code: The author gives a brief summary of a meeting of state
Val supervisors in which they were to develop a model for
use in program development.
37. HF Chrismer, John M., "Lets Take Another Look at Grades",
1101 Business Education Forum, 24:28-29, December 1969.
B86
Author: Oregon State University
Code: A nine point plan for a meaningful grading plan is
Cur offered. Some items discussed include improvement in
Adm a student's achievement, level attained, your independ-
ence, fairness, treatment of students, and attitudes.
38. HF "Goal: Pro-educator by '75", Chain Store Age, 44:58-61,
5468 November 1968.
A1
Code: Trainers will be planning long range, they will teach
Val managers to train and work more closely with schools.
Stores view the turnover problem. The 1975 training
director is described in detail. Training needs and
training of qualified trainers are discussed. This
is an excellent article for the coordinator to get a
better idea of business trends in training.
39. LB Ashmun, Richard D., "Improving the Content of the Post-
1670 Secondary Distributive Education Program", NBEA
A1 Yearbook 8, pp. 67-75, 1970.
N3
Author: University of Minnesota
Code: Post-secondary distributive education will be focused
Adm on specialist and mid-management levels of employment
Meth in the coming years according to this author. The post-
secondary level of DE requires improved program objec-
tives and plans to increase effectiveness. The formulation
of relevant instructional objectives seems to be a key
to better post-secondary education. The development of

subject matter content and a list of 30 behaviors to consider are discussed. Instruction is needed in self-analysis so the student can better determine how he fits in his job situation is needed. The DE coordinator can help the employer sell job satisfaction to his employees.

40. LB
1670
A1
N3

Rowe, Kenneth L., "Improving the Content of the Secondary School Distributive Education Programs", NBEA Yearbook 8, pp. 226-233, 1970.

Author: Arizona State University

Code:
Meth
Cur

The broad view of marketing is considered in terms of a system of activities involved in the movement of goods and services. The functions of marketing are identified and the author says that the student should understand it as a competitive effort. Change is the key word for the future. Since many jobs people will be doing in 1980 are not yet in existence, we must prepare students for change. New trends must be considered in the DE classroom, for example: visual merchandising, credit usage and the shopping center are named. Teaching economics and market research in the high school are discussed.

41. LB
1670
A1
N3

Crawford, Lucy C. and Erthel, Kenneth A., "Methods of Identifying Marketing Competencies", NBEA Yearbook 8, pp. 129-134, 1970.

Code:
Val
Admin

Two research approaches for adequate job performance are the Competency Pattern and the Task Analysis approach. In the competency pattern approach, consideration is given to the development of the procedures and basic concepts concerning economics and marketing, critical tasks as well as the career continuum. The task analysis is concerned with identifying competencies necessary for employment and to identify those common to occupational clusters. The author states that behavioral objectives were developed from the new data.

42. LB
1670
A1
N3

Nelson, Elwin L., "The Taxonomy of Distributive Education and Distributive Occupations", NBEA Yearbook 8, pp. 135-144, 1970.

Author: U.S. Office of Education

Code:
Admin
Val

This article discusses the assessment of need, linking of programs to occupations and the taxonomy of instruction. Factors affecting need include status and change in the labor force, the work to be done, and educational requirements. The taxonomies will help with planning, implementing, and evaluation.

43. LB
1670
A1
N3

Sampson, Harland E., "The Changing Nature of Distributive Occupations", NBEA Yearbook 8, pp. 60-66, 1970.

Author: University of Wisconsin

Code:
Val
Adm

The nature of distributive occupations is changing because of technological, organizational and consumer relationship changes. Factors which will cause change include: (1) new life styles of consumers (2) computers (3) new materials handling systems (4) changing business structure (5) creation of opportunities for the disadvantaged (6) service emphasis. In the future, the DE curriculum will have to incorporate behavioral objectives. More and better contact with business will be needed to meet changing needs. We will have to train students for new occupations. Educators must reassess curriculum commitments for high school and adult post-secondary programs.

44. LB
1670
A1
N3

Harris, E. Edward, "The Changing Levels of Distributive Occupations", NBEA Yearbook 8, pp. 67-75, 1970.

Author: Northern Illinois University

Code:
Admin.
Val

Mass marketing has brought about vast changes and marketing itself is changing. Today, a youth can no longer consider an occupation he enters to remain throughout his working life. The new emphasis is on fundamentals, adaptiveness and flexibility with continuing education becoming a way of life. The evolution of the marketing concept with implications for distributive occupations is considered. The levels of distributive occupations have grown as the rate of marketing has increased according to the author. Distributive occupations are affected by direct competition from substitute products. It appears that the future success of a distributive educator will depend on how well he can prepare students for the changing world of distribution.

45. LB
1670
A1
N3

Wallace, Harold R., "Block Time Approach in Distributive Education", National Business Education Association Yearbook 8, pp. 270-277, 1970.

Author: Michigan State University

Code:
Val
Meth

The project method is used to identify blocked time instruction in distributive education. In a 1968 survey, it was reported that 14 states had at least one blocked time project plan program. It is generally agreed that project training is most valuable as a substitute where cooperative training

is not available. A breakdown of percentages of how various state supervisors viewed project training are given. Factors considered important to the success of project training include, adequate coordination time, support of business and school administrators, adequate facilities and equipment, properly trained teachers and adequate funding. Proper selection of students was also considered important. The use of the project method is not yet fully accepted in many areas although acceptance is growing.

46. LB
1670
A1
N3

Klaurens, Mary K., "Career Development in Business and Distributive Education", NBEA Yearbook 8, pp. 270-277, 1970.

Author: University of Minnesota

Code:
Ph
Gu
Val

It has been determined that knowledge of job requirements and individual abilities are not sufficient criteria for matching individuals to jobs. The author considers personal values, career objectives, prevocational education, preparatory classes and cooperative vocational education. Tentative career objectives should be based on prevocational education. Seven instructional goals for prevocational education are offered. Career Development continues on in on-the-job training. Discussion is focused on coordination, placement, counseling, related instruction and the vocational youth organization.

47. LB
1670
A1
N3

Beaumont, John, "Acquainting Students with Career Opportunities in Marketing", National Business Association Yearbook 8, pp. 145-153, 1970.

Author: U.S. Office of Education (Retired)

Code:
Val
Adm
Gu

The author considers eight basic questions the student would normally ask when considering employment. They include reasons for employment and benefits, satisfactions expected as well as opportunities to advance on the job. The student can be told of the marketing influences on his life. One major advantage of employment in a distributive occupation is that one can easily change directions and still find many opportunities.

48. LB
1670
A1
N3

Locke, Robert W., "The Systems Approach for Preparing Students for Office and Distributive Occupations", National Business Education Association Yearbook 8, pp. 145-153, 1970.

Author: McGraw Hill Book Company

Code:
Adm
Cur

There appears a need to broaden the definition of educational technology. The rational for a system approach is discussed with implications for the project lab. Consideration is given to objectives, media, cost effectiveness and teacher preparation in considering the systems approach.

49. LC
1041
A5

Sampson, Harland E., "Regional Workshops on Project Development for Distributive Education Curricula", American Vocational Journal, 45:52-53, January 1970.

Author: University of Wisconsin

Code:
Meth
Cur

Distributive education project workshops involving 52 participants were discussed. The participants made plans to get materials out to DE teachers in their home states. One of the purposes of the conference was to prepare selected DE coordinators on how to use and prepare project materials. Detailed bulletins are available, refer to the back of the yellow page articles in the above magazine.

50. LC
1041
A5

Peck, Charles E., & Denman, F., "Survey to Determine Appropriate Occupational Programs in the Field of Distribution and Marketing at Various Levels of Education", American Vocational Journal, 45: 50-51, January 1970.

Author: University of Washington

Code:
Val

The report discussed is intended to provide information on personal characteristics, knowledge and skills needed for effective job performance. Eight questions which the report attempts to answer are put forth. Several recommendations were drawn from this study. Teacher-coordinators felt that average time for program preparation was adequate.

51. LC
1041
A5

Styles, Philip G., and others, "Curriculum in Food Handling and Distribution, A Guide for Experimentation in High School and Post-High School Vocational Training", American Vocational Journal, 45:53-54, January 1970.

Author: University of Connecticut

Code:
Cur
Val

The purpose of this study was to develop a guide for food handling and distribution for high school and post-high school use. The need for various levels of training was first determined. Later data was gathered from various food service establishments. It was found that opportunities for food handling careers with good advancement potential were high in Connecticut. The author gives recommendations

as to the kinds of learning experiences required. Copies of the bulletin on this article may be obtained by referring to it for the address.

52. LC
1041
A5

Bryan, Gerald O., "Federal Aid-Expenditure or Investment? A Look at the Impact of a DE Program", American Vocational Journal, 45:24-26, January 1970.

Author: Arizona State University

Code:
Val

The purpose of this article is to show the impact of the federal investment in distributive education in Arizona and give the reader a view of returns to society. Taxes, financial aid and unemployment are discussed. This article refers to the increased tax revenues generated by the program in Arizona. The author points out that directed government spending on vocational education and particularly distributive education has been more effective than general government spending on make-work programs. He cites the taxes returned, lower unemployment, lower state and local expenditures, and job advancement as benefits. He compares the educational investment to business investment in capital goods resulting in increased productivity.

53. HF
1101
B3

Ferguson, Edward T. Jr., "A Challenge for the Distributive Education Program of the 70's", Balance Sheet, 51:206-212, January 1970.

Author: Ohio State University

Code:
Adm
Gu
Ph

The author discusses program improvement, manpower needs, occupational surveys and parental aspirations relating to occupational choice. Consideration is given to improving distributive education through assessment of manpower needs. A sample questionnaire is provided for students to assess their own occupational choices. The program of the future may keep the student interested, give him dignity and prepare him to meet the manpower needs of the community. The mobility pattern of the community and new values must be considered as well.

54. HF
1101
B86

Klebichuk, Joseph, "Marketing and Distribution: Lets Put Distributive Education in the Lime-light", Business Education Forum, 24:30-31, February 1970.

Author: Montana State University

- Code: Discussion concerns techniques, public relations,
Cur and student participation. The author recommends
Val that you recognize your training sponsors by
giving them newspaper coverage through a training
sponsor of the month program publicizing a
different one each month. Institute a student
of the month program and have selections made
by the advisory committee or a student committee.
Awards should be given at the employer-employee
banquet.
55. HF Reardon, Bruce J., "Utilizing Objectivity in
1101 Screening for Distributive Education",
B3 Balance Sheet, 51:252-253, February 1970.
- Author: Hazelwood High School
Florissant, Missouri
- Code: Criteria and guidelines for screening are
Val discussed. The steps are: (1) let counselors
Meth know program objectives. (2) construct an applica-
Cur tion blank and use it. (3) have room on it for
references. (4) interview each applicant and use
the information to prepare a list of accepted
applicants.
56. LC Donnel, Edward S., "Consumers and Youth Keys to the
1041 70's", American Vocational Journal 45:30-33,
A5 February 1970.
Vol. 45
- Author: President of Montgomery Ward Stores.
- Code: The author believes a strong partnership between
Adm businessmen and educators is essential to satisfy
Ph the wants and needs of consumers and youth. Con-
Val sumer education and business responsibility are
discussed. Consideration is given to the quality
of the product of distributive education. Time,
price, and place utilities are discussed. Mr.
Donnel notes that too few cooperative students are
really interested in retailing. Suggestions
given to retailers are: (A) work to improve
your relationship with educators and counselors,
(B) improve relationships with interested students,
(C) sell careers in retailing, (D) improve the
starting wages, (E) improve salaries of junior
executives.
57. HF Egglund, Steven A., "Marketing and Distribution:
1101 Meaningful Methods for Distributive Education",
B86 Business Education Forum, 24:20-21, March 1970.
Vol 24
- Author: University of Wisconsin

Code:
Meth

Teaching methods are discussed. Aspects in choosing a method include student characteristics, educational objectives sought, the equipment available as well as the size and flexibility of the classroom. The coordinator should look at motivation and readiness of the group for a particular method. Most appropriate will often be those that highlight contact and encourage responsibility.

58. LC
1041
A5
Vol 45

Haley, Barbara, "An Exemplary DE Program in a Rural Setting", American Vocational Journal, 45:64-66, March 1970.

Author: Moberly High School
Moberly, Missouri

Code:
Ex

The problem of lack of training stations in a small rural high school is considered. Unique to this program where this was a problem, is the establishment of a downtown store run by the DE students operating with consigned merchandise. The address of the school is provided with the invitation to those who want more information.

59. Not
at
M.S.U.

Meyer, Warren G. & Ashmun, Richard D., "Media In Distributive Education", Audio Visual Instruction, 15:33-36, April 1970.

Authors: University of Minnesota

Code:
Meth

The authors discuss audiovisual aids, teaching methods and activities as well as field trips. They point out common interest between audio visual and distributive education personnel.

60. HF
1101
B86
Vol 24

Pender, Albert R., "Selection and Placement of Students in Cooperative Programs", Business Education Forum, 24:21-22, April 1970.

Author: Northern Illinois University

Code:
Meth
Gu

The author discusses cooperative education in terms of selection and placement. Guidance is considered and factors to consider are: (a) age (b) needs (c) interests (d) abilities and aptitudes (e) attendance (f) location (g) hours (h) personality traits (i) scholastic average and appearance (j) rotation. Cooperative training should meet the need for (1) practical work experience (2) occupational preparation (3) field exploration (4) financial assistance (5) increased self-reliance.

61. HF Lacus, Stephen R., "Distributive Education: How to
1101 Know What to Teach", Business Education Forum,
B86 24:13-14, April 1970.
Vol 24
- Author: Virginia Polytechnic Institute
- Code: Relevancy and effectiveness of student performance
Cur are considered essential by the author. One
course of instructional materials is considered
to be ERIC clearing house on vocational and tech-
nical education, of Columbus, Ohio. Curriculum
development and course content are discussed. The
job task, instructional objectives and learning
experiences are considered.
62. HF Leventhal, Jerome L., "Problem Solving and Crea-
1101 tive Thinking in Distributive Education",
B86 Business Education Forum, 24:14-16, April 1970.
Vol 24
- Author: Temple University
- Code: Teaching techniques such as role playing and
Meth educational games are discussed. The author
Cur considers the importance of developing creative
thinking and problem solving among students. The
use of brainstorming is considered with seven
suggestions to make it effective. Simulation
games are also considered.
63. HF Ferguson, Edward T., "Distributive Education in
1101 the Teaching Learning Situation of Tomorrow",
B86 Business Education Forum, 24:16-19, 1970.
Vol 24
- Author: Ohio State University
- Code: The teachers role in a situation of changing
Val trends and conditions with rapid technological
Ph advancement is discussed. It appears the teacher
in distributive education will need a solid
background in economics, business administration,
and computer technology, occupational guidance and
marketing. The author suggests more emphasis on
a salable skill and curriculum flexibility.
64. HF Nogle, Kathy, "Contract for Individual Projects",
1101 Business Education Forum, 24:19-20, April 1970.
B86
- Author: Wheeling High School
Wheeling, Illinois
- Code: The problem of low classroom motivation is tackled with
Ex success. In this teacher's contract system, each stu-
Meth dent signs an agreement stating the assignment, the
due date and the grade for which he will work. According
to the author, the system is quite successful if
handled carefully. Example contracts are provided.

65. LC McGorman, George B., "Project 7001: New Route
1041 for Cooperative DE", American Vocational Journal,
A5 45:60-61, April 1970.
- Author: Delaware Advisory Council on Vocational Education
- Code: Mr. McGorman details a rehabilitation program
Ex with dropouts in a return to school situation.
Cur He describes a cooperative program with a reverse
school day. The program has the students from
ghetto areas working days and attending evening
classes.
66. LC Tennyson, W. Wesley and Meyer, Warren G., "Pilot
1041 Training Project for Teachers of Distribution
A5 and Marketing Focusing on Responsibilities for
Vol. 45 Career Development", American Vocational Journal,
45:40-41, May 1970.
- Author: University of Minnesota
- Code: The project involved 30 DE teachers who received
Cur directed training in two business firms. There
Meth were nine goals for the teachers to aim for and a
class of high school students was used as a testing
ground for the teachers. It was concluded through
self-report questionnaires that this was ideal
training. Small group seminars and sensitivity
training were recommended.
67. LC Woolff, William D., "A Developmental Vocational
1041 Education Research and Teacher Education Program
A5 Based on a Clinical School Concept: A Pilot
Vol. 45 Project in the Project Method in Distributive
Education", American Vocational Journal, 45:
47-48, October 1970.
- Author: Michigan State University
- Code: The objective of this study was to compare the
Meth project and cooperative methods of instruction in
preparing the students for distributive occupations.
It was found that through testing that sales
comprehension was considerably higher in the coop-
erative than in the project class.
68. HF Patton, Lucille W., "Collegiate DECA: Recruiting
1101 Source", Journal of Business Education, 46:
J69 19-20, October 1970.
Vol 46
- Author: Oklahoma State University

Code: Collegiate DECA was organized in May of 1970.
Val Officers are from six colleges and universities, offering distributive teacher-education programs. A booth was set up at the Oklahoma Leadership Training conference and public relations activities at Oklahoma State were effective in recruiting new people into teaching. A strong relationship is maintained with secondary and post-secondary coordinators. Collegiate activities in connection with business week are carried on. The author contends that the program at Oklahoma State has proven successful.

69. HF Kinzer, Lowry G., "The Philosophy of Distributive
1101 Education Teacher-Coordination as compared to
B86 Business and Office Education Teacher-Coordi-
Vol 25 nators in New Mexico", Ed.D. Thesis, Arizona
State University, Business Education Forum,
25:39, October 1970.

Code: The purpose of this study was to compare the philo-
Ph sophies of the two groups of teacher coordinators, also to compare the philosophies of the two groups to those of national leaders in distributive education. The method involved the use of a card slot system using identical statements prepared by Lucy Crawford and substituting one word business for distributive. The groups consisted of twenty four distributive education teacher-coordinators and fifty eight business and office teachers. It was found that all groups had nearly the same objectives.

70. LC Vivian, Neal E., "A Plan for Research in Distri-
1041 butive Education: Final Report of a Research
A5 Planning Seminar", American Vocational Journal,
Vol 45 45:76, November 1970.

Author: Ohio State University

Code: The author mentions problems that were presented
Meth at the seminar and a research matrix for distributive education. The article provides reference for obtaining additional data.

71. LC Ely, Vivian K., "Distributive Educators Arise",
1041 American Vocational Journal, 45:24-25, & 30,
A5 December 1970.

Author: Virginia Commonwealth University

Code: The author speaks about the woman's role in the
Val labor force and its relation to distributive occupations. She emphasizes the importance of understanding the potentialities of a woman. The female stereotype and immobility in job transfers are cited as obstacles to advancement.

72. HF Donovan, James M., "The Revolution in Textiles",
1101 Business Education Forum, 25:57-58, December 1970.
B86
Vol 25
Author: American Textile Manufacturer's Institute
Code: Many new career opportunities open up each year in
Val textiles with the new consumer oriented textile
industry. Its an industry of 2.4 million people
with total sales over twenty ~~one~~ billion a year.
73. LB Sampson, Harland E., "The Teaching of Distributive
1670 Education", NBEA Yearbook 9, pp. 78-84, 1971.
A1
N3
Author: University of Wisconsin
Code: The nature of distributive education is discussed
Val in terms of what it is, what it is for and what are
Cur its elements. Helpful resources of related re-
search are offered and research on instruction is
discussed. The author considers programmed instruc-
tion business games, project instruction and school
stores to some length. It is suggested that these
approaches be studied more and that basic research
in distributive education is needed. The author
poses three excellent questions for basic research:
1. Under what conditions is student learning
maximized?
2. What features of instructional material or
procedures best facilitate student learning?
3. What composite of materials, procedures, condi-
tions and instructional sequence are most
effective for students with various characteristics.
74. HF Gold, Faye, "Correlated Curricula, Benefits Slow
1101 Learners", Business Education Forum, 25:28-30,
B86 January 1971.
Vol 25
Author: New York City Board of Education
Code: A correlated curriculum in New York City schools
Cur is explained. Interdisciplinary teaching and voca-
tional guidance are part of the program. The
laboratory approach involving learning by doing is
part of the program.
75. LC Harris, E. Edward, "What's Ahead for DE?"
1041 American Vocational Journal, 46:46-48, January,
A5 1971.
Vol 46
Author: Northern Illinois University
Code: Discussed in the article, are teacher attitudes,
Val behavior change, effective behavior, cognitive
Cur measurement, pre-testing and post-testing. The
author contends that each year the schools fail to
educate one fourth of all those who turn eighteen

and not enough is spent on vocational education. Job opportunities predicted far out distance preparation programs. It is projected that distributive education will have multiple curriculums on each of twenty one instructional programs designated by the U.S. Office of Education. There will probably be tenth through fourteenth grade programs. More individualized instruction and modular scheduling are predicted.

76. LC
1041
A5

Courtney, Paul L., Edgerton, John W., & Kunz, Foster N., "Distribution Revolution Generates New Careers", American Vocational Journal, 46:60-64, February 1971.

Authors: Paul Courtney - Vice President of The National Association of Wholesaler-Distributors
John W. Edgerton - Public relations, W. T. Grants, Foster Knutz - Vice President Industrial Relations of Marrott Co.

Code:
Val

Mr. Courtney describes wholesaling as a fast growing and high paying area for a career. Expected growth is 125,000 people a year through 1980 with steady work and pay above that of manufacturing. Training emphasis for it should be on marketing communications and economics.

John Edgerton discusses retailing opportunities. He says that more stores are being opened in rural locations and gives figures as to the number of new stores. New stores are larger and more diversified with new departments. This all spells more and better opportunities for young people in retailing.

Mr. Kunz explains the many opportunities in the food industry. Emphasis is on the fact that less than college grade training is necessary. Data from these articles can be most helpful in promotion of a DE program.

77. HF
1101
B86
Vol 25

Jones, Adaline D., "The Enigmatic DE Project Plan Laboratory", Business Education Forum, 25:53-55, February 1971.

Author: Ball State University

Code:
Ex
Cur

A project laboratory where objectives are particular to each learner is discussed. Consideration is given to planning, organizing, controlling and directing.

78. HF
1101
J69
Vol 56

Ferguson, Clovis B., & Steen, Charles V., "Doing Your Own Thing in DE", Journal of Business Education 56: 189-190, February 1971.

Author: Dearborn Public Schools
Dearborn, MI

- Code: The enthusiasm accompanying the establishment of a
Ex real school store is discussed. The furnishings consisted
Val of odds and ends from various sources. The students
gathered used merchandise, hand-crafted items and
paintings from art students as well as items offered
by merchants. The program is discussed as one of
rapid growth as there were fifty seven in it two
years ago and today there are 450 students.
79. HF Greenwood, Kathryn M., "Retailing Job Descriptions
1101 and Performance Evaluations", Business Education
B86 Forum, 25:28-29, March 1971.
Vol 25
- Author: Oklahoma State University
- Code: An investigation was conducted to clarify job descrip-
Val tions and make job evaluations using ten New York
retail stores. It was found that the performance
reviews take into consideration personal character-
istics, human relations, knowledge of work, as well as
knowledge of the management process.
80. LC Logan, K. Otto, "Checker Training is Rolling in
1041 Washington State", American Vocational Journal,
A5 46:56-58, April 1971.
- Author: State Supervisor, Washington
- Code: The idea began when employment statistics showed a
Ex state and national shortage of checker-cashiers.
Val The program was facilitated through ideas gained at
Western Michigan University and was started with a
mobile unit. Harry Tobin initiated a new system to
increase checker accuracy. The unit has been used
at two community colleges to serve outlying areas.
81. HF Seay, Donna M., "DE Manpower Programs for Disadvantaged",
1101 Business Education Forum, 25:15-19, April 1971.
B86
Vol 25
- Author: Alabama State Department of Education
- Code: The case involving the considerations required for
Cur developing an individual from the hardcore unemployed
Meth is considered. Educational content must be relevant
to the immediate needs of the disadvantaged. Incen-
tives for learning must be provided in a relevant-
flexible program. Objectives for an effective
manpower training system are considered.
82. HF Bennett, James G. Jr., "Attitudes of Youth Toward
1101 Retailing", Business Education Forum, 25:15-19,
B86 April 1971.
Vol 25
- Author: Rutgers University

- Code: A study of black and white adolescent boys concluded
Val that the black boys were less realistic in their job
Gu perceptions according to this author. Cumulative
perceptions of how black students view the duties
and status of department store workers were found to
be quite different from actual circumstances. It
was found that they hold poor perceptions toward
work within general merchandise department stores.
Recommendations for occupational guidance and occupa-
tional information courses are made.
83. HF Abrahamson, Jack L. and Boyer Jerome, L., "DE for
1101 Urban Disadvantaged Youth", Business Education
B86 Forum, 25:20-21, April 1971.
- Authors: Work Opportunity Center
Minneapolis, Minnesota
- Code: A program for inner-city youths who left school is
Ex considered. It is carried on in a non-school
Cur setting. Emphasis is on learning by doing. At
their training stations, students are encouraged
to be inquisitive.
84. HF Riley, Clayton, "DE Training for Disadvantaged
1101 Rural Youth", Business Education Forum, 25:24-27,
B86 April 1971.
Vol 25
- Author: University of Kentucky
- Code: A program for disadvantaged rural youth at Bowling
Val Green Area Vocational Technical School is discussed.
Ex Characteristics of the students, including factors
in selection and instruction were considered. Modi-
fied problem solving was used with the school labora-
tory arranged for practical simulation. The program
was evaluated as favorable and business participation
was considered important.
85. HF Hirshfield, Marvin and Bergman, Ralph, "Preparing
1101 DE Teachers for the Disadvantaged", Business
B86 Education Forum, 25:27-29, April 1971.
Vol 25
- Authors: Temple University
New Jersey State Department of Education
- Code: A list of nine competencies required for working
Ph with the disadvantaged were given as well as several
Val recommendations for teacher preparation.
86. LC Sampson, Harland E., "Planning: Advance Thorough
1041 and Complete", American Vocational Journal, 46:
A5 45-46, April 1971.

- Code: It is expected that there will be some marked changes
Val in distributive education in the 70's. Among expected
Cur changes in distributive education are: (a) more
and better offerings in marketing education (b) ex-
panded curriculum in new occupations (c) emphasis on
potential occupational needs. It is expected that
over five million jobs will be created in distri-
butive occupations. Clerical and sales as well as
other occupations will profit.
87. HF Farr, William A., and Yerkes, Lester M., "Modulizing
1101 Distributive Education", Business Education Forum,
B86 25:22-23, May 1971.
Vol 25
- Authors: Pinellas County Schools
Clearwater, Florida
Northeast High School
St. Petersburg, Florida
- Code: A modular scheduled DE program is described. Advan-
Ex tages for it include: (1) opportunity to vary class
Meth time (2) opportunity for team or individual coordi-
nator planning (3) opportunity for remedial or
advanced work as the situation requires and a chance
for the student to put in more on-the-job hours.
88. HF Redington, Randall F., "Public Relations in Distri-
1101 butive Education", Balance Sheet, 53:18-19,
B3 September 1971.
- Author: Bowling Green State University
- Code: Public relations is a crucial part of a successful
Val DE program. Several very pertinent questions are
posed for public relations activity. Doing the
right thing before talking about it is important.
Each public relation effort should be directed at
someone. Outlines are provided to help you in your
program.
89. LC "DECA is for Self-Help and Leadership", American
1041 Vocational Journal, 46:31-33, September 1971.
A5
- Code: DECA is indeed a strong youth organization with 3500
Val chapters in high schools, colleges and community
Gu colleges. It helps the youth find himself and achieve
his aspirations. Competition and fellowship are
stressed. DECA is run by students for students
through their own action team. It is of interest
to know how DECA preserves talent and breeds
confidence.

90. HF Ferguson, Edward T. Jr., "Individualized Instruction
1101 in Distributive Education," Business Education Forum,
B86 26:59-60, October 1971.
Vol 26
- Author: Ohio State University
- Code: Major deficiencies in our education programs result
Ph from the fact that they do not provide for individual
differences of an age or trade group. Adaptability
is an important competency to consider in distributive education. Individualized instruction is a philosophy of teaching that provides certain advantages and responsibilities according to the author. Four approaches to individualized instruction are discussed.
91. LC Marks, Mary V., "Perspectives of Distributive Teacher
1041 Education", American Vocational Journal, 46:
A5 71-73, November 1971.
- Author: U.S. Office of Education
- Code: The author discusses her beliefs about teacher
Ph preparation and professional growth. Scope of
Val teacher education for distributive teachers is discussed. Professional commitment of teacher-coordinators is highly commended. Discussion covers collegiate DECA and the importance of knowledge in the behavioral sciences. The computer can help make teachers more effective.
92. HF A project for students to do a comparative price survey
1101 is highlighted. It can help many economically illiterate teenagers and provide a good learning
B3 experience for consumer education or marketing courses. The author details the objective, nature and scope, materials needed, pre-project preparation, and step-by-step procedures. A sample survey table is provided. This project can be given to an entire class or to one person.